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ABSTRACT

The two volumes of this publication are designed to assist in the establishment of youth participation programs in communities, identify resources for youth workers, and focus on some of the areas of concern to youth. Emphasizing community and youth cooperation, the books identify resources that are geared to finding solutions to some of the many problems facing youth today. In addition, the books encourage the development of youth advisory boards and a communications system to share the practices and ideas. Sections of the books are designed to aid in the motivation of youth organizations, community, educational, and governmental units in establishing programs for youth. Volume I contains an organizational guide for a youth advisory board; a sample constitution and by-laws of a youth board; information about parliamentary procedure; samples of community resources; information about obtaining federal research grants; federal youth program contacts; child abuse resources; lists of government publications; and a list of drinking myths. Volume II presents information including the family education rights and privacy act; declaration of youth rights and responsibilities; youth services computer reporting system; law-related educational activities and materials; state planning agency directors; learning disabilities; and youth program resources. (Author/JR)

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FOLLOW-UP REPORT: VOLUME I

ORGANIZING AN EFFECTIVE YOUTH INVOLVEMENT UNIT

by Stuart Alan Rado
Executive Director
National Network of Youth Advisory Boards

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LEADERSHIP AND KNOWLEDGE THROUGH PARTICIPATION

SO 010 537

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> SOME BELIEVE THAT THERE IS NOTHING THAT ONE MAN OR WOMAN CAN DO AGAINST THE ENORMOUS ARRAY OF THE WORLD'S ILLS. YET MANY OF THE WORLD'S GREATEST MOVEMENTS OF THOUGHT AND ACTION HAVE FLOWED FROM THE WORK OF A SINGLE INDIVIDUAL, AND MANY OF THESE WERE YOUNG PEOPLE.
>
> Senator Edward Kennedy
> Eulogy to Robert Kennedy

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1977

National Network of Youth Advisory Boards
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Jimmy Carter Presidential Campaign

6 July 1976

To Stuart Rado

I understand you are continuing your fine work with youth by hosting a series of regional conferences on youth needs this summer.

As Governor, I endorsed the efforts of the National Network of Youth Advisory Boards, Inc., and I read about your progress with interest.

Social services for youth will be an important part of my reorganization effort. I look forward to reading the final report of the conference recommendations.

Sincerely,

Jimmy Carter

Jimmy Carter

JC:lkg

P.O. Box 1976 Atlanta, Georgia 30301 404/897-7100

A copy of our report is filed with the Federal Election Commission and is available for purchase from the Federal Election Commission, Washington, D.C.

Dear Reader:

Youth and directors of youth programs are experiencing many problems due to a lack of information about Federal youth programs, the mechanics involved in building and financing a program, or many other problems. The National Network would ask that you direct your questions to Ms. Carolyn Wellons, Director of the Office of Youth Affairs, Executive Office Building, Room 187, The White House, Washington, D. C. Telephone: (202) 456-6413 or 456-7174.

According to a White House memorandum, the Director's job is "to maximize communication between the President, cabinet members, federal agency and department heads, the Domestic Council and the Office of Management and Budget on one hand, and the young people and youth serving adults on the other."

President Carter said, "Social services for youth will be an important part of my reorganization effort." The National Network would like to urge that readers of this publication send their opinions for recommended changes in youth programs to the President in care of Ms. Wellons. We would also ask that you correspond with other youth directors to have them join with you in expressing their ideas. Only through a volume of letters early in the Administration, can you be assured of the best chances for these proposed recommendations.

The Network would like to receive carbon copies of your correspondence so that our office can institute proper follow-up procedures when necessary.

Sincerely,

S A Rado

Stuart Alan Rado
Executive Director

INTRODUCTION

As stated in the motto of the National Network of Youth Advisory Boards, "leadership and knowledge through participation," we recognize the need to develop youth participation in the decision-making process. Towards that goal, the Network was established.

A youth advisory board can provide youth with the opportunity to plan, operate, monitor, and evaluate programs by youth for the benefit of youth. This concept incorporates the use of adults as advisors providing the needed technical assistance.

We assume that youth better recognize what makes for a good youth program, because youth know how they spend their time and what will best hold their interest and will respond best to those programs strongly identified as their own. Within this program, youth are not passive recipients of prepackaged programs designed and operated by adults.

A youth advisory board will serve as an educational process for youth development which offers youth experiences which will:

1. Enable youth to deal more effectively with the institutions designed to serve them and their community,
2. Allow youth to better understand such institutions by undergoing the formal decision making necessary to operate their own institutions, and
3. Provide youth with the increased ability to reach higher potential through acquisition of educational and vocational skills, as well as perspectives for solving their own problems instead of merely accepting those problems.

Youth advisory boards can have an impact on government at all levels, school systems, public and private social service agencies, and other decision-making bodies.

With the proliferation of youth advisory boards, there exists a need for a national network of youth advisory boards to develop a strategy of sharing and communicating. Youth programs operate best when there is a sharing of practices and ideas. Presently, successes are not shared. This results in isolation of these programs from other communities that could benefit from the program. Program failures are also not shared. This results in a tremendous waste of time, money, and enthusiasm.

A national network of youth advisory boards would:

1. Insure the success of youth programs at the local level,
2. Facilitate the communication process by communicating with other youth programs opperating in the same community,
3. Coordinate efforts and exchange ideas regarding youth programs and youth participation,
4. Promote a better relationship between youth and youth serving agencies,
5. Provide technical assistance to youth advisory boards upon request,
6. Retrieve and exchange ideas about youth programs in the network,
7. Review and feedback the successes as well as the failures of various youth programs,
8. Maintain a library of youth program proposals for distribution,
9. Maintain a list of youth directors and youth leaders to provide a source of technical assistance to youth programs around the nation.

The National Network is concerned with a variety of areas such as police-youth relations, youth employment, drug and alcohol abuse, leadership development, rural youth problems, inner city youth problems, minority youth issues, youth motivation, juvenile justice, resource mobilization, consumer education, innovation in education, learning disabilities, health care, and recreational needs.

The usefulness of a sharing and communication system lies in the principle that all information, transmitted and received, can be redirected in a circular process and has the potential of modifying, correcting errors, and changing subsequent information.

The possibilities of a national network of youth advisory boards are endless--- broad-based communications, the infusion of new ideas, the catalyst for re-evaluating the relevancy and appropriateness of services, and in a finer sense, the extension of our concepts of a participatory government.

A national network will expand the degree of openness between programs so that they are not denied substance in the form of materials and ideas that they need for their growth and development.

The full measure of the success of youth advisory boards will be realized when some or all of the youth participants in the programs put to use their accumulated experiences and move on to positions of responsibility in their communities.

This publication is designed to assist in the establishment of youth participation programs in communities, identify resources for youth workers, and focus on some of the areas of concern to youth. Rather than merely listing the recommendations of the delegates to the Conferences on Youth Needs, this book has endeavored to identify resources that are geared towards finding solutions to some of the many problems mentioned at these Conferences.

The following represent those recommendations, on a variety of topics, that were the most often cited by the delegates at the various Conferences on Youth Needs: Federal agencies and private organizations, as well as local governments and the school systems, should allow for a greater degree of youth input into the decision-making process; alcohol and drug abuse programs at all levels should work towards education of the young rather than use scare tactics about substance abuse; revise state statutes to create more uniform statutes relating to juvenile justice; develop and distribute law-related education programs and information concerning youth rights and responsibilities; establish community-based alternatives to work with juvenile offenders; revise child-labor laws that restrict youth employment; establish state and Federal incentives to motivate industry to employ and train youth; establish a curriculum in the schools that is geared towards "life education" that would prepare youth to take a meaningful role in society; allow for establishment of credit for internship and work experience so as to allow high school aged youth adequate experience outside of the classroom; implement early screening process for learning disabilities; insure minority representation on policy-making level of youth programs; and increase amounts of local, state and Federal monies used for social services for youth.

The over-all problem that delegates mentioned was the problem of identifying resources and programs that exist to solve some problems. The delegates mentioned education and employment as the top concerns. Input into the system was singled out as one of the basic reasons for frustration. According to the findings of the 1975 National Conference on Delinquency, Co-sponsored by the National Federation of State Youth Service Bureau Associations, they point out that there is a lack of/ or token representation of youth in planning, implementation, staff selection, research, policies, programs, and needs assessment which results in programs which do not meet needs of youth, youth disenfranchisement, anti-social behavior, and youth feeling helpless, unimportant, unmotivated, hopeless, and alienated.

The sections of the book are designed to aid in the motivation of youth organizations, community, and educational and governmental units in establishing programs for youth. Sections of this book are devoted to youth rights, juvenile justice, law-related education, grantsmanship, drug and alcohol abuse, child abuse, and numerous other topics. At the same time, resources and readings are suggested in an effort to prepare your community organization for establishing those programs that can be of use to their young adults.

The National Network of Youth Advisory Boards is ready to assist you in your efforts, and encourages you to contact us if you have any questions concerning programs you are considering. The Network will try and provide technical assistance to you, and act as a referral service to put you in touch with individuals and organizations that have programs geared towards your needs.

In order for the National Network to be useful to youth organizations, it is important that your unit share their ideas with others. We would like to learn more about the activities and programs that you are presently doing in your community. Program outlines, grant applications, copies of newpaper articles, and any materials related to the programs you have completed or in the process of doing would be appreciated.

When requesting any of the materials in the book, please mention that you read it in our Follow-Up Report. If your community decides to undertake one of the projects in our book, we would like to be kept aware of your progress.

The National Network of Youth Advisory Boards is here to serve you. While we are unable to provide financial assistance, we hope that you will call on us for assistance in planning a youth participation program or conference. As executive director of the Network, this writer will be pleased to lend personal assistance to your endeavors. Address your correspondence to the National Network, P. O. Box 402036, Ocean View Branch, Miami Beach, Florida 33140. Tel: (305) 532-2607

After reading this publication, we invite you to join the National Network to insure that there will be a continued communication between youth organizations that are striving towards the same goals.

John D. Rockefeller III, in Saturday Review, December 14, 1968, in an article entitled "In Praise of Young Revolutionaries," best expressed this writers' views of the youth of today when he spoke to give adults the following advise concerning our youth.

> "....learn to trust your young people, to listen to them, to understand them, to let them know that we care deeply about them. Instead of worrying about how to supress the youth revolution, we of the older generation should be worrying about how to sustain it....through more direct and effective action on the problems about which young people are concerned — our cities, our environment, racial injustice, irrelevant and outmoded teaching, overpopulation, poverty, and war."

IT IS COMMON SENSE TO TAKE A METHOD AND

TRY IT ; IF IT FAILS ADMIT IT FRANKLY AND

TRY ANOTHER. BUT ABOVE ALL, TRY SOMETHING.

Franklin Delano Roosevelt

The major objectives to be attained through the institution of a youth advisory board are to increase communication between youth and their local government and to plan and implement meaningful youth programs attractive to all segments of the youth population. Some of the more specific objectives might include:

1. The improvement of the social, psychological and economic well-being of youth through the establishment of a viable and informative relationship between them and City government.

2. A means by which government can impress upon youth the importance of active citizen participation in City government.

3. A means by which young people can actively participate in City government.

4. The education of young people as to how City government functions and what is involved in its processes.

5. To encourage the coordination of all community youth activities and the promotion of a cooperative relationship between the various City youth organizations.

In order to effectively institute the proposed objectives, it is recommended that the following suggestions be considered:

The defination of the role of a youth advisory board by the City government

The purpose of a youth advisory board, including how it is to function and the powers and limitations by which it must operate, should be clearly defined by the City government. This definition should be communicated to the youth advisory board and thoroughly understood by all of its members. Such an understanding is essential to alleviate the possibility of later confusion which could impede the effectiveness of the youth advisory board.

The duties, powers, and limitations of the youth advisory board should include:

To be responsive to the City government by providing assistance and advise on matters referred to the youth advisory board by the City government.

To represent the interests of youth in community affairs.

To represent the City in matters of interest to youth in the community.

To assist in helping other youth in the community to understand and appreciate the workings of their local government.

To obtain interpretations for youth on those City ordinances, rules and regulations which effect them.

To encourage local youth to actively participate in community affairs and matters of concern to the City.

To initiate studies and investigations in the general field of youth and community interest and to communicate its findings and recommendations to the City government.

To help in the implementation of programs recommended by the board.

It is recommended that the youth advisory board prpose its own topics of study and consideration, although there are certain areas which could receive priority. These areas include:

(1) Youth Employment

In studying youth employment it is suggested that the board consider employment opportunities within the community, and the feasibility of implementing job placement services.

(2) Education

In studying education, topics of study could include student rights, curriculum and college preparation. It would be essential that the board members thoroughly understand that they are functioning as representatives of the City government, not as part of the school system.

(3) Police/ Youth Relations

In this area, it would be helpful to gain an understanding of juvenile rights and how to promote a more harmonious relationship between youth and police.

(4) Health

This area could include alcohol and drug abuse, mental health, and peer-group counseling.

(5) Ecology and Conservation

(6) Recreation Needs

(7) Minority and low income youth needs and problems

Again, the foregoing are only recommended areas of study, and the operation of the youth advisory board should result in the development of many other worthwhile areas of study.

To serve in an advisory capacity, to theCity government, on all matters pertaining to youth and community interests.

To coordinate efforts among community institutions and organizations which focus on youth problems and needs.

More specifically, the youth advisory board should work to promote activities of interest and benefit to youth and other members of the community.

On the basis of effective communication and productive leadership, a strong case can be made for separating junior high age youth from high school age youth. The twelve to fifteen year old generally lacks the ability to serve in unison with the older teens and young adults. While both groups are eager to provide input, because of age and interest levels, it is best to have both groups independent.

A mixture of the two distinct maturity levels tends to produce a parent-child relationship which is not healthy for the group and can easily lead to dis-unity. Both groups individually, however, have significant contributions to make and a division is recommended so that each group's particular input and participation can be maximized. The most successful commissions and boards have been comprised of sixteen to twenty-one year old youth and it is this structure that is recommended with the addition of direct line advisory group or groups of junior high age youth. Therefore, it is suggested that a separate youth commission be set up to represent junior high school-aged youth and that the youth advisory board serve older youth. This suggestion should be followed in the interest of furthering the effectiveness of both groups in representing community youth. This role satisfies two areas of concern:

1. It provides the junior high-aged youth who is interested in government a goal to seek, which in turn will perpetuate the youth advisory board, and

2. It provides a direct input from junior high-aged youth to the youth advisory board.

It is recommended that the youth commission (made up of junior high-aged youth) concentrate its study on one or two areas. The area of most of these youth might center on recreation and part-time summer employment. The youth commission could report their findings to the youth advisory board, which in turn consider these needs and report them to the City government for action.

THE COMPOSITION OF A YOUTH ADVISORY BOARD

The membership and composition of the youth advisory board should be clearly defined.

Membership---Qualifications

(1) Members of the youth advisory board must be residents of the City.

(2) Each applicant should be at least a sophomore in high school and/or be no older than twenty-one years of age.

(3) Each applicant must exibit an awareness of youth concerns in their city.
(4) Youth applicants must be aware of the duties and responsibilities of the position.
(5) Each applicant should be in a position to attend not less than two youth advisory board meetings per month and to devote as much time as might be necessary to study matters that are to be considered by the board.
(6) Each applicant must express a willingness to serve a full term of office.

Membership---Composition

It is important that the youth advisory board represent the interest of all youth in their city. There are several alternatives available for attaining this representation. These alternatives include:

(1) Limit membership to representatives from each public high school.

High school representation has been the membership composition established in numerous communities. It is effective in that it gives the youth advisory board contact with the largest single group in the community. It is questionable, however, in respect to whether it actually represents all of the youth in the community. It must be noted that only high school age individuals would be involved which would result in a lack of representation of those between eighteen and twenty-one. Although members of this age group have been given the right to vote, they need a means by which they can actively participate in City government and address themselves to those topics of special interest to them. Awareness of of these topics could be gained by the cities.

It should also be noted that this type of board does not take into consideration those young people who are out of school, or only attending part time.

(2) Request City-wide applications for all youth advisory board appointments.

This membership composition has proven successful in several smaller cities. If this type of composition is chosen it would be beneficial in the interest of attaining representation of the greatest diversity of youth, to select qualified applicants on a regional basis. Such a regionally-based type of selection would assist in the attainment of representation from all areas of the city, rather than only from areas that have been traditionally involved in city government.

The major drawback to this type of composition is whether these representatives will have an adequate means by which they can communicate with the youth of the community. As opposed to the high school representative composition, these representatives will not have an established body of young people to consult with or report to.

(3) Request the City Council members to appoint individuals personally known to them through their association with the community.

If this type of composition is chosen, it is very possible that the youth advisory board and city government could function together with a greater degree of unity and harmony. It is questionable, however, whether the selected board members would adequately represent the diversity of youth residing in the community. This would have to be a determination made by the individual members of the City government in deciding upon the membership composition which would be the most effective.

(4) Combine high school representation and youth organization representation.

High school representation would be highly effective in that it would complement the objective of representing and communicating with community youth. The addition of youth organization representatives would also help effectuate good communications between the city government and youth in that these organizations would provide representatives with designated bodies of individuals to gain information from and report to.

The major objection to this composition is that it might fail to represent all community youth interests in that most of the city youth organizations involve high school age participants, which would eliminate participation on behalf of older teens and young adults. Another objection could be the similarity between the types of youth which would be included on the youth advisory board. Most of these high school-oriented groups have very little contact with the lower socio-economic segment of the youth population which does exist and does have vastly different problems and needs. This segment is a factor which must be considered in the establishment of a representative youth advisory board.

In selecting this type of composition it must also be decided which organizations should be included. This type of decision would probably involve some type of study as to which organizations are most representative of community youth. If such representation could be attained, this approach to membership composition could be very effective. As stated before, the organizations would serve to provide a designated body of youth to whom the city government could relate through the youth advisory board.

(5) Combine high school representation with community-at-large representation.

This membership approach is highly effective. It not only involves high school students, but college students and working young adults as well. It is also felt that this membership composition may succeed in reaching and representing most of the youth population.

The only objection to this membership approach is that the community-at-large representatives do not have a named or specified group to represent or report to. It is, therefore, questionable as to whether the community-at-large members are effective in representing this unnamed segment of the youth population. Their board participation could be greatly enhanced if some means of reaching their constituency could be developed. Until such a means is developed, this factor will remain a definite obstruction to the attainment of the desired representation of all community youth.

In implementing this membership it is recommended that representatives be selected from various high schools and that some effort be made to attain some semblence of regionally-based community-at-large representation.

Membership---Size

It is recommended that the youth advisory board should, at least at first, be limited in size to between seven and fifteen members. It is important to limit the size in the interest of achieving greater efficiency and productivity. A quorum should consist of one-half the membership on the board.

Membership---Selection

Regardless of which membership selection alternative is selected, it is very important for the applicants for board positions fully understand from the outset of the application process the purpose of the youth advisory board and what will be expected of them if they are selected as members In pursuit of this understanding it is recommended that a brochure be distributed to the local high schools, parks, and youth organizations. It is also recommended that board applicants be required to sign a statement stating that they have read the contents of the brochure and fully understand it. This signed statement should then be attached to the application and used as evidence to the fact that the applicant is aware of the duties and limitations as a member of the youth advisory board.

SELECTION PROCEDURES

The following are suggested procedures as to how youth advisory board members can be selected. The selection process will depend upon the membership composition selected for the City.

Community-at-large Composition ----- Community-at-large Selection Committee.

If community-at-large membership is selected, a community-at-large selection committee should be established.

(a) Purpose

This committee could greatly assist the City government through its making of preliminary membership selections. It would be responsible for interviewing all applicants and sending its respective findings to the City government. This committee would be responsible for specifically evaluating each applicant and recommending to the City government those applicants deemed to be the most qualified and capable. To assist in this evaluation, it is recommended that the committee consider the suggested guidelines for membership selection.

(b) Composition

The community-at-large selection committee should consist of the liaison(s) from the City government, a youth advisor, high school principal, a representative from the Mayor or City Manager's office, and (where applicable) the director of the youth service bureau or division of human resources. These persons have the backgrounds are are in a position to properly evaluate which individuals would best serve the City.

(c) Procedure

1) All applicants should fill out application forms available in the Mayor's office and return them prior to interviewing.

2) All applicants should fill out and return the signed statement evidencing that they have read the youth advisory brochure and fully understand the function of the board and are completely aware of the duties and responsibilities involved in serving as a member of the youth advisory board.

3) All applicants should be interviewed by the selection committee.

4) In considering the applicants, the committee should recommend more strongly those individuals who will present a regional cross-section of the City. This, however, should not be a decisive factor in the recommendation of applicants to the City Council. The decisive factors should be the applicants qualifications and their willingness to actively participate.

5) The selection committee will prepare a file containing the applicant's form and the written evaluation of the committee's findings. This file will be forwarded to the City government to assist the Council in their making the final appointments.

High School Composition----High School Selection Committee

If high school membership composition is selected, it is recommended that a high school selection committee be established.

(a) Purpose

The high school selection committee shall assist the City Government through its preliminary interviewing of applicants and its recommendations to the Council in regards to these applicants.

(b) Composition

The school selection committee shall consist of a high school, director of activities, and a student body president, and the Mayor or City Manager liaison. If a city has more than one school, representatives should reflect this among selection committee. No one school should be over-represented on the committee.

(c) Procedure

1) All youth advisory board applicants must fill out an application and submit it to the high school administration office.

2) All applicants must sign a statement providing that they have read and

fully understand the application brochure which includes the responsibilities, limitations, and objectives of the office of high school representative.

3) All applicants must be interviewed by the selection committee.

4) The selection committee should select applicants whom they feel best fulfill the requirements of the position and submit a file on each applicant to the City government. The file to be submitted should contain the application form and the written evaluation of the committee's findings. The City government will then make the final appointments to the youth advisory board.

High School and Youth Organization Composition

If this type of membership composition is selected, the youth organizations involved should be responsible for nominating their own representatives to serve on the youth advisory board. These organizations are in a position to judge which of their members are the most qualified and capable of serving the community and their organisation. The high school representatives should be selected according to the procedure outlined under the subsection of high school composition.

High School and Community-at-large Composition

If this recommended membership composition is selected, the procedures outlined under subsection of community-at-large composition and subsection of high school composition should be followed. Regardless of which selection procedure is selected, the City Council should have the ultimate choice as to which individuals will become youth advisory board members. It should be noted that only in extreme circumstances should a City government oppose a nomination.

MEMBERSHIP PROCEDURES

Membership--Term of Office

The terms of office should be staggered in the interest of enabling newly appointed board members to serve the youth advisory board with experienced members. This should enhance the youth advisory board's effeciency and understanding of the

Membership--Vacancies

(1) Vacancies on the youth advisory board, by resignation or otherwise, should be filled within thirty days.

(2) Vacancies should be filled by persons recommended by board members and approved by the City government.

Membership--Removal

It is recommended that the city government be given the authority to remove any youth advisory board member and that the youth advisory board may make recommendations to the City Council fro such removal.

Membership--Officers and their duties

It is recommended that the following duties be assigned to the various youth advisory board members and officers:

(1) High School Representatives

Each high school representative should be assigned the following duties:

(a) To establish a means by which they can effectively serve as an intermediary between their high school student body and the youth advisory board.

This may be accomplished through a number of procedures. These include: a regular column in the school newspaper; placing reports of information in the daily school bulletins; and the reporting of youth advisory board activities to the student council meetings.

(b) To advise the City government through the youth advisory board of the problems, needs, and interests of their respective student bodies.

in board functions and have the time to assume the many responsibilities involved in serving as liaison. It is important that the members of the youth advisory board have some voice in the selection of the City government liaison. An individual should not merely be appointed by the Mayor, but should be accepted by the board based on the liaison's ability to function as an important member of the youth advisory board.

Designation of more than one member of the City Council to serve as liaison members to the youth advisory board.

These individuals could attend youth advisory board meetings, in addition to attendance by the adult advisor who would be present at every meeting. Through attendance and participation by members of the City Council, the City government can be kept abreast of youth advisory board activities and developments and also inform the board of the government's activities and feelings in regards to community youth. This interaction could greatly enhance mutual understanding and add varying perspectives through the participation of government representatives.

YOUTH ADVISORY BOARD----CITY LIAISON

It is recommended that a representative designated by the City Manager or Mayor be appointed to the board.

It is suggested that this individual meet with the youth advisory board, but not be a member of the board. This representative should be given the responsibility of giving the youth advisory board the proper procedural guidance in the various areas of City administration.

The City's representative should attend all board meetings and functions, and actively participate in the board's studies and programs. It could perhaps be the duty of the adult advisor to organize a program from which board members could learn of the various administrative functions and processes.

As a representative of the City administration, the advisor would have the necessary understanding of the system and the means to gather information about it to organize this program. It is suggested that a series of meeting lectures by the various City department managers be included in this program. This would serve to familiarize board members not only with the functioning of the various departments, but also with those individuals in control of them.

ORIENTATION PROGRAM

It is recommended that an extensive orientation program be developed and provided for the new youth advisory board members. The implementation of this program should be made the responsibility of the adult advisor. It is recommended that the adult advisor consider following these suggestions in organizing the orientation program:

1. Compose a procedural guide exclusively for the youth advisory board to be distributed during the orientation program.

The youth advisory board membership and procedural guide should include the following:

a. A thorough explanation of City government. It is important that the board members understand how their form of government functions and what role they play in it as a part of a City board.

b. A complete explanation of the purpose and function of the youth advisory board.

c. A clear and concise defination of the duties and responsibilities involved in youth advisory board membership.

(c) To establish a campaign or program whereby more interest in City government and the youth advisory board can be generated within their high schools.

It would be especially helpful if the high school representatives could make more students aware of the youth advisory board, its function, and the value of service as a member. This increased awareness would be extremely beneficial during the membership drive in that an increase in the number of applicants would probably assure the City government of securing a youth advisory board of qualified and interested members. Some additional tools that might aid in membership recruitment would include announcements in the PTA newsletter (this would get the board some adult support that might be needed in future projects of the board), the placement of youth advisory board information in the student handbook, the introduction of the youth advisory board concept to the incoming high school students at their orientation program, the discussion of the youth advisory board and its activities among legislative bodies such as the school board or county commission (this could result in useful support for its activities), and establishing an avenue of communications with members of the staff at local newspapers and radio and television stations.

(2) Chairperson

It is recommended that the following duties be assigned to the chairperson:

(a) Preside over all youth advisory board meetings;

(b) Serve as spokesperson on all board matters, unless delegated to other members;

(c) Assist in the preparation of the agenda of all meetings;

(d) Call special meetings as needed; and

(e) Perform other duties as become necessary.

The chairperson should perform these functions only with the approval of the youth advisory board. It must be stressed and understood that as chairperson, the views of the entire board are represented rather than the personal views or interests of individual board members.

(3) Vice-Chairperson

It is recommended that the vice-chairperson act in the chairperson's place when the chairperson is unavailable, perform the same duties as the chairperson, and be subject to the same expectations and restrictions.

(4) Secretary-Treasurer

It is recommended that the secretary-treasurer be given the responsibility of recording the minutes for all board meetings and for all correspondence and related responsibilities. The secretary-treasurer should be given custody of said minutes and correspondence, and shall keep account of any money matters concerning the board. The office of treasurer can, at a later time, become a separate office. The office of secretary can also be divided between recording and corresponding secretary.

(5) Public Relations Representative

The public relations representative, in cooperation with the chariperson and adult advisor, should be made responsible for the preparation, distribution and communication to the community and news media of information relative to the board. Before such information may be so communicated, it should be fully apporved by the City government liaison officer(s).

YOUTH ADVISORY BOARD----CITY GOVERNMENT LIAISON

Designation of a City government representative to serve as a liaison between the youth advisory board and the City government.

If this option is selected, the City government participant should have an interest

d. A thorough explanation of general City board procedures, including information on meetings, hearings, conflict of interest, and political activity.

It is extremely important that every board member fully understand exactly what their function, duties, and responsibilities are. The adult advisor must convey this information to the baord members during the orientation program.

2. Invite members of the City Council to address the youth on how they perceive the youth advisory board and youth in the community. This would be an excellent time for the youth advisory board members and the City Council members to become acquainted. This early acquaintance would be very beneficial in the establishment of an effective and operative working relationship between the two groups, and is therefore strongly suggested.

3. Invite the City Manager, Mayor, and department managers to address the youth advisory board.

If the youth advisory board is to effectively operate, its members should have some knowledge of how the various city departments work together in the administration of the city. The personal appearances by these individuals and a brief expose of how their individual departments function within the framework of the city administration would be extremely helpful in creating a basic understanding of City government.

These three suggestions are merely designed to assist the adult advisor in the organization of an effective orientation program. The adult advisor should attempt to be creative in the formulation of this program and make it as informative and interesting as possible.

IMPLEMENTATION

A provisional youth advisory board should be appointed to assist in the organization of the youth advisory board.

The provisional youth board would be very helpful in setting up and organizing the youth board. It would be especially valuable during the membership drive in that it could help publicize the board and communicate to community youth the City Council's desire to work with them for more effective youth programs. The establishment of this provisional board may be either through City government recommendation and appointment or a general community-at-large application process. Publicity could be given to the public through publication in the city newspapers and high school newspapers.

It is recommended that the provisional board be limited to between five and seven members and that these members be given the opportunity to apply for reappointment when they have completed the organization of the official youth advisory board.

Basically, any youth advisory board is concerned with results associated with its particular interests. When the satisfaction from achievement is for some reason cut off or never fully realized, frustrations follow, and the board will have a difficult time finding further motivation. This leads to one of the major reasons for failure of youth advisory boards, namely, tokenism. A commission established on this foundation with no real meaning other than to create a blue chip concensus board with no real effective power will eventually lead to disillusionment and the eventual collapse of the board.

Another source of failure seems to stem from a lack of any real power vested in the board by the City government. A youth advisory board will soon realize that it is ineffective if it has no legitimate function within the decision-making process. To produce a viable board, real decision-affecting power must be given. It should have some authority over funds and programs it is concerned with and its direction should be communicated to the City Council. In too many cases, the board is an offshoot of another city commission and its recommendations must pass through too many channels to be effective. This frustration can be overcome if the board feels that it is effectively a part of the decision-making process. An interesting phenomenon will occur: the board will either become a part of the bureaucracy and thereby defend it, or it will become a part of the bureaucracy and attempt to improve it, or both. In either case, both the youth advisory board and the system will benefit.

Poor leadership, either insufficient or inadequate, is a third major reason for the failure of a youth advisory board. This leadership from within and without are both essential. An example would be the board falling into the hands of an already overloaded official who treats the board as a secondary responsibility. An active board will require an active official who can keep abreast with recommendations and help produce programs that are required. A popular conception has been to let the board "do its own thing" with as little leadership from outside as possible. This has proven in most cases to be inadequate. The better leadership is provided by a strong leader who has the ability to relate and communicate with youth, one who can create a primary relationship with the youth advisory board and at the same time allow members to develop full potential within themselves.

The following publication can also be used to aid in establishing a youth advisory board or commission:

Youth Councils: An Organizational Guide
Ms. Martha Stevenson, Executive Director
Youth Advisory Council/ State Youth Council
401 North Wilmington Street
Raleigh, North Carolina 26603
(919) 733-5966

So You Want to Start A Youth Committee ?
Committee on Children and Youth
Governor's Council on Human Resources
State Capitol
Bismark, North Dakota

CONSTITUTION

OF THE

CULVER CITY YOUTH COORDINATING COUNCIL

Article I

Name: The name of this organization shall be "The Culver City Youth Coordinating Council", (Youth Council or CCYCC abbreviated).

Article II

Purpose: "The Culver City Youth Coordinating Council" is an organization designed to:

(a) Promote a recreational program for the teenage youth of Culver City.

(b) Promote the recreational, cultural and social welfare of the youth of Culver City.

(c) Provide service to the citizens of this community through donation of personal time and effort, but excluding donation of CCYCC funds and monies.

(d) Help support and maintain the Culver City Teen Center.

(e) Strive to be fully representative of the teenage youth of this community.

(f) It shall be a non-profit organization.

Article III

Sponsorship: This organization shall operate under the sponsorship of the Culver City Park and Recreation Commission through their duly appointed supervisors.

Article IV

Membership: Membership in this organization shall be open to any teenage boy or girl between the ages of 13 and 19 who is:

Section 1 - Member

(a) A resident of Culver City or

(b) Attends Culver City Junior High or Senior High School

(c) Regardless of race, color, or creed.

Section 2 - Active Member

(a) Must fulfill membership requirements.

(b) Must attend two consecutive general CCYCC meetings after application for membership has been presented.

(c) Must attend at least two out of four general meetings thereafter.

(d) Must help on one out of every two projects taken on by the Youth Council. (The Executive Board will decide on worth of each project as to weight and whether or not an activity is a project or not.) A dance is not considered a project.

Section 3 - Inactive Member

(a) Does not attend two out of four general meetings.

(b) Does not help on one out of evary two projects taken on by the Youth Council.

(c) Does not attend two consecutive general CCYCC meetings after application for membership has been presented.

(d) Is not in good standing with the CCYCC Executive Board or Council.

(e) Does not meet the requirements of being an active member.

Section 4 - Reinstatement of Inactive Members

(a) To be reinstated to the CCYCC an inactive member must submit a written statement to the Executive Board giving the reason why he should be reinstated.

(b) The reinstatement of an inactive member shall be determined by the Executive Board after it has received a written statement from the inactive member.

(c) The decision of the Executive Board will be final.

Section 5 - Guests

(a) Those not fulfilling the membership requirements may obtain admittance to the meeting, if they are sponsored by a member in good standing.

(b) The sponsoring member will be held responsible for the actions of the sponsored guest.

Section 6 - Honorary Member

(a) A person who has helped the youth of the community in an outstanding manner.

(b) This person must be voted an Honorary Member by a majority of the Executive Board.

Article V

Government: The government of this organization shall be vested in the Culver City Youth Coordinating Council and the Culver City Recreation Commission and their duly appointed supervisors.

Section 1 - The officers of the Culver City Youth Coordinating Council shall consist of a fifteen person executive board of directors, consisting of a chairman, vice-chairman, secretary, treasurer and parliamentarian, and such others as designated in the by-laws.

Section 2 - The adult council shall consist of interested citizens and the Culver City Recreation Commission duly appointed supervisor.

Article VI

Elections: Officers of the Culver City Youth Coordinating Council shall be elected once a year with each term beginning the first day of September. No officer shall succeed himself in the same office. The duties and responsibilities shall be as prescribed in the by-laws.

Article VII

Amendments: A quorum of the active membership is needed to vote on amending this Constitution. A two-thirds vote of this quorom is needed to amend this Constitution and by-laws.

Section 1 - Amendment Procedure

(a) Proposed amendments must be submitted in writing, outlining in detail what change or changes are desired and given to the Executive Board.

(b) All proposed amendments must be mailed to the general membership at least 30 days prior to voting.

(1) All amendments submitted to the Board of Directors must be deferred to the general membership at least 30 days prior to voting.

(2) A ten day voting notice must be given the general membership giving date, time and location of meeting.

(3) Amendments must receive a two-thirds majority vote of the active members present and eligible to vote.

Article VIII

Financing: The Culver City Youth Coordinating Council shall devise ways and means of financing their activities.

Article IX

Validation: The Constitution and by-laws shall be signed by the Culver City Youth Coordinating Council officers as a part of the procedure of their installation.

BY-LAWS OF THE CULVER CITY YOUTH COORDINATING COUNCIL

I. Officials - Besides the regular officers of the Youth Council, other suggested officers are the following:

Section 1 - Publicity Chairman, Historian, Band Chairman, Dance Chairman, Refreshment Chairman and any other chairman needed by the government officers. No person shall hold more than one chairmanship.

Section 2 - The Executive Board shall be the governing body subject to the limitation found in this document as to action to be authorized or approved by the members, all decisions shall be exercised by or under the authority of, and the business and affairs of this council shall be controlled by an Executive Board.

Section 3 - Membership of this Executive Board shall consist of a Chairman, Vice-Chairman, Secretary, Treasurer, Parliamentarian, the president of each Recreation Division sponsored youth club or his appointee and however many directors-at-large as necessary to make up a total of 15 Board Members. The immediate past chairman automatically becomes one of the 15 members of the Executive Board.

II. Qualifications for Office:

Section 1 - Must be available to attend all Youth Council meetings.

Section 2 - Must be an active member of the Youth Council or a delegate to the Executive Board from a Culver City Recreation Division sponsored club.

Section 3 - All nominees for office must be approved by the advisor.

III. Duties of Officers:

Section 1 - Chairman

(a) The chairman shall preside at the regular business meetings of the Council.

(b) He shall preside at all Executive Board meetings.

(c) He shall serve as the official representative of the Youth Council or appoint someone to take his place.

(d) He shall call special meetings of the Executive Board as deemed necessary.

(e) He shall vote on all matters within the jurisdiction of the Executive Board.

Section 2 - Vice-Chairman

(a) The vice-chairman shall act as chairman of the Executive Board in the absence of the chairman.

(b) He shall be in charge of the committees for all activities.

(c) He shall act as program chairman.

(d) He shall vote on all matters within the jurisdiction of the Executive Board.

Section 3 - Secretary

(a) Shall keep a copy of the Constitution and all minutes of all meetings of the Youth Council and Executive Board.

(b) Shall submit a copy of all minutes to an advisor within one week after the meeting.

(c) Shall handle efficiently all correspondence of the Youth Council, the chairman of the Youth Council and Executive Board.

(d) Shall read the minutes of the previous meeting at each meeting and have them approved as read or corrected by chairman of that meeting.

(e) Shall vote on all matters within the jurisdiction of the Executive Board.

Section 4 - Treasurer

(a) Shall keep an accurate account of all monites going into and out of the Youth Council.

(b) Shall furnish properly signed receipts of all monies collected and shall obtain proper receipts for all monies spent.

(c) Shall issue only checks countersigned by the chairman for expenditures approved by the Executive Board.

(d) Shall provide the Youth Council with financial statements and shall prepare quarterly financial reports to the City of Culver City.

(e) Shall make expenditures as deemed necessary by the Executive Board.

(f) Shall keep all financial records open for inspection at all times.

(g) Shall give or present a financial report at general and board meetings.

(h) Shall vote on all matters within the jurisdiction of the Executive Board.

Section 5 - Parliamentarian

(a) Shall maintain order during the Youth Council meetings and the Executive Board meetings.

(b) Shall keep a record of the persons who are restricted because of misconduct.

(c) Shall vote on all matters within the jurisdiction of the Executive Board.

Section 6 - Executive Board - Club Delegate

(a) Shall attend Executive Board meetings, CCYCC general meetings and youth club meetings, acting as a communication and liaison officer.

(b) Shall vote on all matters within the jurisdiction of the Executive Board.

Section 7 - Executive Board - Members-at-Large

(a) Shall serve on committees.

(b) Shall vote on all matters within the jurisdiction of the Executive Board.

IV. Method of Election:

A ballot shall be made up from the recommended names of the Nominating Committee.

Section 1 - Election shall take place on the date designated by the Youth Council Executive Board at the Teen Center.

Section 2 - A valid Culver City Youth Coordinating Council membership card must be shown in order to cast a vote.

Section 3 - No member shall be eligible to vote if he has not been a member in good standing one month prior to the election.

V. Meetings

Section 1 - Place of Meetings

All general and Executive Board meetings of the CCYCC shall be held at the Culver City Youth Center.

(a) All meetings shall be open to Culver City youth except Executive Board meetings. However voting privileges shall be restricted to CCYCC members in good standing.

(b) Doors shall be closed ten minutes after the meetings are called to order.

(c) No one shall be admitted after the doors are closed.

(d) The presiding chairman shall recognize if he so desires a non-member from the floor wishing to speak.

Section 2 - General Meetings

The general meetings of the CCYCC shall be held on the fourth Thursday of the month. The Executive Board may call additional general membership meetings as necessary.

Section 3 - Executive Board Meetings

The business meetings of the Executive Board shall be held on the second Thursday of the month.

Section 4 - Special Meetings

Special meetings of the membership, for any purpose whatsoever, may be called at anytime by the chairman, or by the Executive Board, or by written petition of 20 or more active members.

Section 5 - Installation of Newly Elected Officers and Executive Board

The annual general meeting held the fourth Thursday in the month of August each year shall be the meeting at which the elected officers and appointed Executive Board members shall be installed and take office.

Section 6 - Notice of Meetings

Notice of the annual general meeting and of special meetings shall be given in writing or by phone to all active members. Such notices shall be sent or phoned to the member's address or phone number appearing on the books of the CCYCC not less than seven days before such meetings. Notice shall specify the plate, the date and the hour of the meeting, and in case of a special meeting, the general nature of the business to be transacted.

VI. Committees

Section 1 - Committee chairmen may be appointed by the vice-chairman of the CCYCC for activities falling under his jurisdiction.

Section 2 - The chairman of the Youth Council and the club advisor, as ex-officio members of all committees, shall be informed by the vice-chairman of the Youth Council concerning the formation of all committees.

Section 3 - Standing Committees

There shall be the following standing committees: Membership, Phone, Record, Historian, Activities, Publicity, Dance and Bands, and Newsletter. These committees will hold their meetings at the Teen Center.

Section 4 - Chairman of Standing Committees

It shall be the duty of the CCYCC chairman to appoint a responsible committee chairman for each of the standing committees. Such committee chairmen upon acceptance of the committee responsibility shall select their committees with the approval of the CCYCC chairman.

Section 5 - Duties and Functions of the Standing Committees

The duties and functions of the respective standing committees shall be as follows:

(a) Membership Committee

The membership committee consisting of the chairman and at least four (4) committee members, shall be responsible for receiving members and guests at all official meetings of the CCYCC, for the building of the membership roll, accepting applications for membership, investigation of eligibility and to submit all applications with recommendations to the Executive Board.

(b) Phone Committee

The phone committee consisting of the chairman and at least two committee members shall be responsible for notifying all active members of any special meeting seven (7) days prior to the meeting. Also the phone committee is to notify all active members about the annual meeting held the fourth Thursday in August. Is responsible for notifying active members when assigned to do so by the chairman or Executive Board.

(c) Record Committee

The record committee shall consist of a chairman and at least one (1) committee member. This committee will be responsible for keeping the records in the Teen Center Juke Box current and up-to-date. Records to be selected are to be recommended to the Executive Board and must have the Board's approval before they are to be purchased. Records are to be purchased bi-monthly. Also the record committee is responsible for typing the titles of the new records for the jukebox onto the proper cards for the jukebox.

(d) Historian Committee

The historian committee consists of a chairman and at least one (1) committee member and shall be responsible for keeping the CCYCC scrapbook and history of the CCYCC up-to-date. This will be accomplished by obtaining newspaper clippings and any other data needed to fulfill this committee function.

(e) Activities Committee

The activities committee shall consist of a chairman and at least three (3) committee members and shall be responsible for planning recreational activities, service projects, community projects for the CCYCC. This committee should make its recommendations for a planned activity to the Executive Board at least three (3) weeks prior to the date set for the activity.

(f) Publicity Committee

The publicity committee shall consist of a chairman and at least two (2) committee members whose duties shall be to make posters, flyers and submit newspaper articles to the local newspapers when this responsibility is delegated to them by the chairman or Executive Board. All posters and flyers and news articles are to be submitted to the Executive Board for their approval at least three (3) weeks prior to the date of the event. This committee is also responsible for the distribution of the flyers, posters, and other publicity material.

(g) Dance and Band Committee

The dance and band committee shall consist of a chairman and at least three (3) committee members whose duties shall be to plan all CCYCC dances, obtain bands for CCYCC dances and make up a work list for specific assignment for CCYCC members at the dances. This committee is to make its recommendations to the Executive Board for a dance date or band to be hired for a dance at least three (3) weeks prior to the date of the dance. Bands are not to be contracted to play for a dance without the approval of the Executive Board. The assignment list for the dance should be made up at least one (1) week prior to the dance.

(h) Newsletter Committee

The newsletter committee shall consist of a chairman and at least two (2) committee members who shall be responsible for writing and publishing a bi-monthly newspaper dealing with general information regarding the promotion of the CCYCC and the Culver City Teen Center. All releases must have prior approval of the Executive Board chairman and adult advisor. This committee shall report directly to the Executive Board.

Section 6 - Nominating Committee

The nominating committee shall be a temporary committee, composed of five (5) members. Such committee shall be appointed each year by the chairman at least thirty (30) days prior to the date of the annual general meeting and of the date set for the election of officers. The nominating committee shall nominate at least three (3) members for each office. All candidates, prior to be placed on the ballot for any office, shall have consented to accept the responsibility of such office if elected. The nominating committee shall have completed its work and filed its report and nominations with the chairman of the CCYCC not less than two (2) weeks prior to the general election and upon acceptance of such report and nominations it shall be discharged and its responsibilities terminated. The report by the nominating committee shall be presented to the general membership of the CCYCC for any additions they would like to make.

VII. Removal of Officers

Section 1 - The advisor may recommend removal of any elected or appointed officer or any appointee for neglect of duty, misconduct, or irregular attendance.

Section 2 - Upon recommendation of such action a majority vote of two-thirds of the active membership will cause removal.

VIII. Expulsion of Members

The advisor shall be enpowered to suspend or expel any member for misconduct or violation of any part of the Constitution, by-laws, or membership standards and Teen Center regulations.

IX. Vacancies

A vacancy in any office or chairmanship because of death, resignation, removal, disqualification or any other cause shall be filled by a special election by the general membership or appointment by the Executive Board in the case of a chairmanship.

X. Assessments

Assessments for any club activity may be levied when deemed necessary by the Executive Board.

XI. Dances

Refer to Center regulations.

XII. Rules of Order

The rules contained in "Robert's Rules of Order, Revised" shall govern the CCYCC in all cases to which they are applicable and in which they are consistent with this Constitution and by-laws.

PARLIAMENTARY PROCEDURE

TABLE AND RANK OF MOTIONS

MOTION	In Order when another speaker has the floor	Requires a Second	Debatable	Amendable	Vote Required
PRIVILEGED					
RANK					
1. Fix time for next meeting	No	Yes	No	Yes	Majority
2. Adjourn	No	Yes	No	No	Majority
3. Take a recess.	No	Yes	No	Yes	Majority
4. Point of Privilege	Yes	No	No	No	None
5. Call for the Orders of the day	Yes	No	No	No	None
SUBSIDIARY					
6. Lay on the Table	No	Yes	No	No	Majority
7. Previous Question (close debate)	No	Yes	No	No	2/3
8. Limit-Extend Debate	No	Yes	No	Yes	2/3
9. Postpone to a definite time	No	Yes	Yes	Yes	Majority
(Special Order)	No	Yes	Yes	Yes	2/3
10. Refer to a Committee	No	Yes	Yes	Yes	Majority
11. Amendment to the Main Motion	No	Yes	Yes	Yes	Majority
12. Postpone Indefinitely	No	Yes	Yes	No	Majority
INCIDENTAL (NO SPECIFIC RANK)					
Point of Order	Yes	No	No	No	None
Appeal to the Chair	Yes	Yes	Yes	No	Majority
Parliamentary Inquiry	Yes	No	No	No	None
Point of Information	Yes	No	No	No	None
Division of Assembly	Yes	No	No	No	None
Close Nominations	No	Yes	No	Yes	2/3
Re-Open Nominations	No	Yes	No	Yes	Majority
Method of Voting	No	Yes	No	Yes	Majority
Request to Withdraw a Motion	No	No	No	No	Majority
Suspension of Rules	No	Yes	No	No	2/3
Objection to Consideration of a Question	Yes	No	No	No	2/3
Division of the Question	No	Yes	No	Yes	Majority
RENEWAL					
Reconsider	Yes	Yes	Yes	No	Majority
Take from Table	No	Yes	No	No	Majority
Repeal	No	Yes	Yes	Yes	2/3
Discharge a Committee	No	Yes	Yes	Yes	2/3
MAIN MOTION	No	Yes	Yes	Yes	Majority

AN EXPLANATION OF THE MOTIONS

MOTIONS QUOTED IN ORDER OF PRIVILEGE	EXPLANATION
1. I move to/that . . . I second the motion.	Introduces business or states a proposal for the membership's action. Has the floor when no motion is pending. Must be seconded or is lost.
2. I move the matter be postponed indefinitely	USED TO REJECT MAIN MOTION. If vote carries, the main motion is killed for that meeting. If lost, motion is again open to debate.
3. a. I move the matter be . . . b. I move to amend the . . . c. I move to amend the amendment to . . .	WAYS TO AMEND: 1. Insert or add at end 2. Strike out consecutive words 3. Strike out and insert 4. Substitute
4. I move the matter be referred to a committee.	May further state committee number to be appointed with instructions to investigate, recommend, or take action.
5. I move the Question be postponed until . . .	Delays action until; Next meeting, special time or after a certain event.
6. I move to limit debate to (time) or I move that debate be stopped at . . .	Applies only to immediate motions, unless otherwise stated.
7. I call the previous question. (STOPS DEBATE)	Applies only to immediate motion, unless otherwise stated. If previous question carries, debate stops.
8. I move the question be tabled. If carried the motion is laid aside until later in the meeting or after next meeting.	
9. I call for the order of the day.	To secure adherence to order of business.
10. I rise to a question of privilege. (State Question)	Relates either to their rights as members or a member's comfort, disturbance or behavior. MUST BE URGENT TO INTERRUPT. Business resumes as soon as matter is cared for.
11. I move we take a recess.	To secure an intermission.
12. I move we adjourn. I move we adjourn until . . .	Terminates meeting. May add time and place.
13. I move to fix time for the next meeting . . .	
MOTIONS OF EQUAL RANK	**EXPLANATION**
I rise to a point of order. (State Point)	Means there has been a breach of rules. MUST BE MADE WHEN BREACH OCCURS. This is in order when by-laws are violated.
I appeal the decision of the chair. (State Appeal)	Used when thought the chair has made a wrong decision. MUST BE MADE IMMEDIATELY after the DECISION and is settled by a vote.
I rise to a parliamentary inquiry.	MADE TO THE CHAIR.
I rise for information . . .	MADE TO THE CHAIR BEFORE VOTE.
I call for a division of the assembly.	Call for a voice or hand vote may be ruled out of order.
I move we vote by . . . Acclamation or voice Show of hands Rising Secret ballot (used mostly for elections) Roll call vote	Methods of voting.
I request to withdraw my motion.	Made to the Chair before the vote is taken.
I move to suspend the rules in order to/that . . .	Agreement to temporarily suspend rules of order.
I object to the consideration of this motion. (Applies only to the main motion).	Used when thought the motion embarrassing, irrelevant. MUST BE MADE BEFORE DEBATE.
I move the division of the question.	To request that each part of the question be voted on separately.
I voted with the prevailing side of the motion which states . . . and move to reconsider and have it entered on the minutes.	May reconsider when no business is pending or when business is pending, if done immediately after vote. Enter it in the minutes.
I move to take from the table the motion that . . . State Motion)	This is after some business has intervened. Or not later than the next meeting.
I move to repeal.	To rescend action previously taken.
I move to discharge the committee.	

FOUNDATIONS

Today, many foundations in the U. S. place emphasis on the following: (1) initiation of thought and action; (2) dissention from prevailing attitudes; (3) experimentation with new and untried ventures, and (4) quick and flexible action.

Generally there are five different types of foundations : (1) general purpose, (2) special purpose, (3) corporate or company, (4) community, and (5) family. A general purpose foundation has been defined as one whose concept is the identification of problems important to American society and the support of efforts toward their solution. It is estimated that this category of foundations possesses two-thirds of all foundation assets. A special purpose foundation is established by a donor to serve a specific institution or cause, or a specific geographical area. A corporate or company foundation is created to channel the philanthropies of business organizations. A community foundation enables a number of different donors to have special interests served after their death. A family foundation handles the contributions of an individual, a man and wife, or a family.

In dealing with a foundation, you need to be aware of its organizational structure, program emphasis, the backgrounds and interests of its donors, trustees, the executive head, and the staff, and the time of its annual giving. Usually foundations limit their involvement to specific areas and adjust only when a new and challenging problem is identified. Consequently, it is necessary for you to learn as much as possible about a foundation prior to seeking funds from it. Some foundations publish an annual report which can be obtained from the foundation itself. Tax records (form 990 or equivalent) can be obtained from the Internal Revenue Service or from the foundation libraries and may also be useful in determining a foundation's past pattern of giving.

Perhaps the best source of information when researching foundations is one of the libraries operated by the Foundation Center, a non-profit organization which collects and organizes information on philanthropic foundations. The Foundation Center's national office is located at 888 Seventh Avenue, New York, New York 10019. A branch office is located at 1001 Connecticut Avenue, N. W., Washington, D.C. 20036.

The following list represents libraries designated by the Foundation Center, and these libraries contain current materials of the large national foundations and on all foundations within the area of coverage listed above the library locations.

(Alabama)
Birmingham Public Library
2020 Seventh Avenue, North
Birmingham, Alabama 35203

(California, Alaska, Arizona,
Colorado, Hawaii, Nevada, Utah)
University Research Library
Reference Department
University of California
Los Angeles, California 90024

(California, Alaska, Colorado,
Hawaii, Idaho, Montana, Nevada,
Oregon, Utah)
San Francisco Public Library
Business Branch
530 Kearny Street
San Francisco, California 94108

(Colorado)
Denver Public Library
Sociology Division
1357 Broadway
Denver, Colorado 80203

(Connecticut, Massachusetts,
Rhode Island)
Hartford Public Library
Reference Department
500 Main Street
Hartford, Connecticut 06103

(Florida)
Jacksonville Public Library
122 North Ocean Street
Jacksonville, Florida 32202

(Florida)
Miami-Dade Public Library
One Biscayne Boulevard
Miami, Florida 33132

(Georgia. Alabama, Florida,
Kentucky, Mississippi,
North Carolina, South Carolina,
Tennessee, Virginia)
Atlanta Public Library
126 Carnegie Way, N. W.
Atlanta, Georgia 30303

(Hawaii, California, Oregon,
Washington)
Thomas Hale Hamilton Library
Social Science Reference
2550 The Mall
Honolulu, Hawaii 96822

(Illinois, Indiana, Michigan,
Minnesota, North Dakota,
South Dakota, Wisconsin)
The Newberry Library
60 West Walton Street
Chicago, Illinois 60610

(Iowa)
Des Moines Public Library
100 Locust Street
Des Moines, Iowa 50309

(Louisiana)
New Orleans Public Library
Business and Science Division
219 Loyola Avenue
New Orleans, Louisiana 70140

(Maryland)
Enoch Pratt Free Library
400 Cathedral Street
Baltimore, Maryland 21201

(Massachusetts, Connecticut, Maine,
New Hampshire, Rhode Island, Vermont)
Associated Foundation of Greater Boston
One Boston Place, Suite 948
Boston, Massachusetts 02108

(Massachusetts)
Boston Public Library
Copley Square
Boston, Massachusetts 02117

(Michigan
Henry Ford Centennial Library
15301 Michigan Avenue
Dearborn, Michigan 48126

(Michigan)
Gran Rapids Public Library
Library Plaza
Gran Rapids, Michigan 49502

(Minnesota, Iowa, North Dakota,
South Dakota)
Minneapolis Public Library
Sociology Department
300 Nicollet Mall
Minneapolis, Minnesota 55401

(Mississippi)
Jackson Metropolitan Library
301 North State Street
Jackson, Mississippi 39201

(Missouri, Kansas)
Linda Hall Library
Reference Department
5109 Cherry Street
Kansas City, Missouri 64110

(Missouri, Iowa, Kansas, Nebraska)
The Danforth Foundation Library
222 South Central Avenue
St. Louis, Missouri 63105

(New Hampshire)
The New Hampshire Charitable Fund
One South Street
Concord, New Hampshire 03301

(New Jersey)
New Jersey State Library
185 West State Street
Trenton, New Jersey 08625

(New York)
New York State Library
State Education Department
Education Building
Albany, New York 12224

(New York)
Rochester Public Library
Business and Social Sciences Division
115 South Avenue
Rochester, New York 14604

(North Carolina)
William R. Perkins Library
Duke University
Durham, North Carolina 27706

(Ohio, Michigan, Pennsylvania,
West Virginia)
The Cleveland Foundation Library
700 National City Bank Building
Cleveland, Ohio 44114

(Oklahoma)
Oklahoma City Community Foundation
1300 North Broadway
Oklahoma City, Oklahoma 73103

(Oregon, Alaska, California,
Hawaii, Washington)
Library Association of Portland
801 S. W. Tenth Avenue
Portland, Oregon 97205

(Pennsylvania, Delaware, New Jersey)
The Free Library of Philadelphia
Logan Square
Philadelphia, Pennsylvania 19103

(Pennsylvania)
Hillman Library
University of Pittsburgh
Pittsburgh, Pennsylvania 15213

(Rhode Island)
Providence Public Library
150 Empire Street
Providence, Rhode Island 02903

(Texas)
Dallas Public Library
History and Social Sciences Division
1954 Commerce Street
Dallas, Texas 75201

(Texas, Louisiana, New Mexico,
Oklahoma)
The Hogg Foundation for Mental Health
The University of Texas
Austin, Texas 78712

(Utah)
Salt Lake City Public Library
209 East Fifth Street
Salt Lake City, Utah 84111

(Washington)
Seattle Public Library
1000 Fourth Avenue
Seattle, Washington 98104

(West Virginia)
Kanawha County Public Library
123 Capitol Street
Charleston, West Virginia 25301

(Wisconsin, Illinois, Indiana,
Iowa, Michigan, Minnesota,
Ohio)
Marquette University Memorial Library
1415 West Wisconsin Avenue
Milwaukee, Wisconsin 53233

(Wyoming)
Laramie County Community College Library
1400 East College Drive
Cheyenne, Wyoming 82001

If you cannot get to one of these centers, the following books can be found in a public library or ordered. If your library does not have a copy, inquire into the possibilities of your library securing a copy through an inter-library loan.

Foundation Directory
Columbia University Press
136 South Broadway
Irvington-on-Hudson, New York 10533
(Costs $15, and lists major foundations with annual giving of $25,000 or more or possessing assets of at least $500,000)

Foundation News
P. O. Box 468
West Haven, Connecticut 06516
(Costs $10 per year, Bi-monthly journal that lists recent grants of $10,000 or more)

Community Foundations in the United States and Canada &
their updated handbook
Council on Foundations
888 Seventh Avenue
New York, New York 10019
(Costs $2.50, the supplement is free with the book)

The Bread Game: The Realities of Foundation Fundraising, Herb Allen, Editor, Glide Publications, 330 Ellis Street, San Francisco, California 94102. (Cost $2.95)

Seeking Foundation Funds, David M. Church, The National Public Relations Council of Health and Welfare Services, Inc., 815 Second Avenue, New York, New York 10017. (Cost $2.50)

How To Get Your Fair Share of Foundation Grants, Joseph Dermer, Editor, Public Services Materials Center, 355 Lexington Avenue, New York, New York 10017. (Cost $12.00)

How To Raise Funds From Foundations, Joseph Dermer, Public Services Materials Center. (Cost $8.50)

How to Write Successful Foundation Presentations, Joseph Dermer, Public Services Materials Center. (Cost $8.95)

How To Get Goverment Grants, Philip Des Marais, Public Services Materials Center. (Cost $13.50)

A Comprehensive Guide to Successful Grantsmanship, William J. Hill, Grant Development Institute, 2552 Ridge Road, Littleton, Colorado 80120. (Cost $24.00)

The Art of Winning Foundation Grants, Hillman and Abarbanel, The Vanguard Press, Inc., 424 Madison Avenue, New York, New York 10017. (Cost $6.95)

How to Write a Proposal, Michael MacIntyre, Volt Information Sciences, Inc., 1828 "L" Street, N. W., Washington, D.C. 20036. (Cost $3.95)

About Foundations: How To Find the Facts You Need to Get a Grant, Judith B. Margolis, The Foundation Center, 888 Seventh Avenue, New York, New York 10019. (Cost $2.00)

The Complete Fundraising Guide, Howard R. Mirkin, Public Services Materials Center. (Cost $12.50)

How to Get Money for: Youth, The Elderly, The Handicapped, Women and Civil Liberties, Stephen Nowlan, et al., Editors, Chilton Book Company, Chilton Way, Radnor, Pennsylvania 19089. (Cost $7.95)

A Manual for Obtaining Foundation Grants, Louis Urgo and Robert Corcoran, Robert J. Corcoran Company, 40 Court Street, Boston, Massachusetts 02108. (Cost $5.00)

In seeking foundation support, it should be realized that there is a tendency for many foundations to fund projects which receive grants from other foundations. This can make getting the first grant difficult and likely to be from a small foundation. Also, most foundations will not make grants to projects which do not have a tax exemption.

When you are ready to approach a foundation, you should submit an initial proposal by mail. This proposal should be clear and brief (it should not run more than five single spaced typewritten pages) and should attempt to outline only the essential details. If the foundation is interested in the project, they will ask you to submit a more comprehensive proposal and additional data at a later time. Furthermore, if the foundation does show interest in the project after the initial contacts, it would be wise for you to attempt a personal presentation that has been carefully prepared and rehearsed. The following is a grant application outline which may be used as a general guideline in preparing proposals:

Required of all Applicants:

Every grant applicant must include a statement of its status as a tax-exempt organization. This statement must be supported by a copy of the Internal Revenue Service's letter of tax exemption.

In addition, every application must include:

Name and address of institution or organization submitting the proposal. Most foundations do not make grants directly to individuals. Normally, foundations with individual scholarship funds are the only exception to this rule.

Name(s) of chief administrative officer(s) of applying organization, plus letter from an administrative officer endorsing the proposal and agreeing that the organization will assume the full responsibilities involved in the proper fiscal management of an accounting for any grant received, and will make certain that any reports required by the foundation are submitted on time.

Statement by administrative official that no part of the grant from the foundation will be used to support propaganda for or in opposition to legislation, either enacted or proposed, or in campaigning for or against any candidate for public office. Also enclose a concise statement that no portion of a grant from the foundation will be used to employ or otherwise compensate or benefit a government official as defined by the Internal Revenue Code, as amended.

Commitment to submit regularly and on thime such progress and final reports and financial reports as are required by the foundation. (The foundation usually requests semi-annual progress and financial reports).

Additional Information Recommended for Project Proposals

The foundation desires to make it possible for applicants to have the maximum freedom in describing their proposals. Therefore, the following suggestions are made only as guides.

Brief description of proposal, including a summary of background information contributing to an understanding of the reason for or the "why" of the project.

Brief Description of plan of development of the project, including when appropriate a description of method or methods proposed to be used to test the outcome.

What outcome or results are expected from this proposal, i.e., contribution of new knowledge, improved functioning of an agency, service or department; demonstration of a new method or new application of knowledge?

How and by whom will the expected or anticipated results be used?

Information on the key personnel involved in the proposed project.

Qualifications of the personnel.

Are they replaceable?

Who will provide overall direction and supervision?

Are all these persons now available in the applying institution? If so, are they on the institution's regular payroll or a project budget? If the latter, what project, and what is the source of the funds?

Project budget by major headings, i.e., salaries and titles of budgets for each of the following classifications: technicians, clerical services, equipment, expendable supplies, travel, etc.

Show amounts applying institution is contributing, either in "kind" or cash.

Show amounts received from other grant-making agencies.

How long will the project run?

Has this proposal been submitted to other grant-making organizations, including federal and state agencies? Has it been declined, or is it still pending? **

** The above information was prepared by the Foundation Center, 1001 Connecticut Avenue, N. W., Washington, D. C. 20036.

PREPARATION OF A COMMUNITY RESOURCE IDENTIFICATION BOOK

I. The Indexes: How to Find a Service

The Subject Index provided at the front of the catalogue degines the 17 subject catagories into which the agencies are divided. Agency descriptions are listed under only one subject area, determined by the major service provided by the agency. . Agencies in the "Multi-Service" section are those agencies which provide several types of services. The subject index and the 17 category sections can be used to locate agencies which provide a specific kind of service.

A Cross-Reference Index follows the index of agencies listed under each subject category. This index directs the reader to other agencies which provide similar services, but which are listed under another category.

The Alphabetical Index includes all of the agencies listed in the catalog, and the pages on which they can be found, and can be used to locate a specific agency by name.

The Geographical Index divides agencies by county, city, and neighborhood to provide easy reference for those seeking services in a specific geographic area.

II. Agency Descriptions

The "box" provides the basic information: agency name, address, phone number and director. To the left of the box is the county, city and neighborhood in which the agency is physically located.

The top half of the page lists services which are offered, when these are available and to whom, and any cost to the client.

The lower portion of the page provides background information for the agency, including the extent of services--- area served, number of people and age range served--- Board of Directors (including the percentage of board members under the age of 25 if the information is available), operating budget and fiscal year, funding sources, length of operation, legal status, referral network, and size of staff.

The information listed on each page was provided by the agency itself. Information is designated "not available" when agency contacts are unable or unwilling to provide such information.

III. How to Use This Information

Inclusion in the catalogue does not indicate that an agency has been evaluated or endorsed by the sponsoring organization. Those who use the catalogue for referral purposes are encouraged to contact agencies themselves prior to client referral.

Due to the frequent staff turnover and staff size of some of the agencies, staff contacts other than the director may not be listed. However, as catalogue owners use agencies, they may wish to write in names of persons with whom they are often in contact.

Each owner, in fact, may develop their own particular means of using the catalogue. A blank tab has been included at the end of the catalogue under which may be included : agencies most often used, agencies used but not included in the catalogue, personal notes, etc.

IV. Who Is In the Catalogue

Youth, for the purposes of the catalogue, are defined as young people between the ages of 6 and 25. Agencies included are those who serve this age group. Although some of the agencies listed serve all age groups, most have a focus on youth.

In order to limit catalogue size, it may be necessary for some cities to exclude "special interest" youth serving agencies providing services to the mentally retarded, physically handicapped, or the preschool age group. This particular approach was done by the Minneapolis organization, however, and these omitted sections could be a part of the catalogue in your city.

Numerous cities, counties and states have directories of youth services. For purposes of illustration, the National Network chose to follow the format set down in the publication of THE CATALOG, published by Enablers, Inc., 1234 Baker Building, 706 Second Avenue South, Minneapolis, Minnesota 55402. Special thanks to Jacqueline O'Donoghue, Executive Director and Joan M. Hummel, Information Coordinator.

The following are catagory definitions for the 17 primary service areas into which the catalogue is divided:

A. ADVOCACY

The primary service of agencies in this section is to offer support and to facilitate the process of self-determination for individuals and groups--- such as racial minorities, youth, women, ex-offenders--- and to assist with any problems relating to social and domestic issues.

B. CHEMICAL DEPENDENCY

Education, information and referral, outpatient and counseling services, and residential treatment for alcohol and other drug related problems are provided by these agencies.

C. CORRECTIONS

Rehabilitative support within the community is provided for offenders by these agencies as an alternative to incarceration or as a means of reentry into society following imprisonment. Both residential and non-residential services are included.

D. COUNSELING

The objective of these counseling agencies is to assist the individual in recognizing the dimensions of his personal problems and dealing effectively with them. Individual, couple, family, and group counseling by both professionals and paraprofessionals are made available by these agencies.

E. CRISIS AND PHONE SERVICES

Hotlines provide a sympathetic ear to those in need of help and refer callers to resource agencies best equipped to assist in handling their problems. Information and referral phone lines can provide information on a diversity of topics and referrals to specific agencies. Also listed are 24-hour crisis lines which provide emergency aid for suicidal, drug, medical or psychiatric crises.

F. DROP-IN CENTERS

Recreation center
Recreation, entertainment, counseling and referral are generally available at these centers on a drop-in basis.

G. EDUCATION

A wide variety of educational services are included: alternative schools, tutoring programs, GED preparation, programs for drop-outs or potential drop-outs, cultural, art and music classes, and classes on social and political issues.

H. EMPLOYMENT

Job placement, skill development and training, career education and vocational counseling are offered by these agencies. Agencies which serve as a clearinghouse for volunteers are also listed.

I. FOOD AND SHELTER ASSISTANCE

Emergency or low-cost food, clothing, and shelter can be obtained through these agencies.

J. HEALTH

Comprehensive medical or dental care is provided by these agencie
Comprehensive medical or dental care is provided by these health centers and clinics. (Agencies whose services are primarily directed toward sexual-related health needs are indexed in "Sexuality.")

K. LEGAL SERVICES

The focus of these agencies is to provide aid and legal advise on legal matters, including legal representation for civil matters, criminal and defense work, and lobbying activities.

L. MULTI-SERVICE AGENCIES

Agencies listed in this section provide a combination of services, many of which could be included in other sections of the catalogue. Many of these are agencies with several branches directed by a central office.

M. PLANNING AND DEVELOPMENT

Among the services provided by these agencies are long-term planning, coordination of programs, technical assistance and advice, and staff training. Many of these agencies act as administrative resources for a variety of other agencies.

N. RECREATION

Recreation and entertainment are provided by these facilities on a regular basis.

O. RESIDENTIAL SERVICES

These group homes, residences, and hospitals provide a wide range of therapuetic services for young persons with personal or family problems in need of alternative living arrangements and help in personal adjustment. (Residences oriented specifically to drug, corrections or sexual related problems are indexed in their individual category.)

P. SEXUALITY

The counseling services, clinics, and residences included in this category provide services related to several dimensions of sexuality: birth control and family planning, pregnancy testing, care for unwed mothers, termination of pregnancy, rape counseling, venereal disease diagnosis and treatment, gay counseling, and sexuality counseling.

Q. SPIRITUAL GROWTH

Seminars and retreats directed toward spiritual growth are offered by these agencies. Schools which teach yoga and meditation are also included.

County **Neighborhood Location**

SERVICES	**Days/Hours**	**Eligibility**	**Fees**

Geographical neighborhood served:

Average number of people served per month:

Age range:

Board of Directors :
Chairperson :

Operating budget / fiscal year :

Funding sources :

In operation since :

Legal status :

Referrals To : **From :**

Staff :

Remarks :

County	Neighborhood Location
Hennepin	Minneapolis/ Central

EDEN HOUSE, INC.
1025 Portland Ave. South
Mpls., MN 55403
332-7851
Chuck Beattie, Pat Teel - Directors

SERVICES	Days/Hours	Eligibility	Fees
Therapeutic community residence for hard core chemically dependent & others with chemical dependency problems	24 hours a day 7 days a week	Long history of addiction, failure in other programs (reviewed by staff)	Based on ability to pay
Professional and para-professional counseling: group, family, couple, individual			
Outpatient groups	Tues., Wed. 8:00 pm		
Day Care programs	Mon., Sat. 9:00 am - 9:00 pm		
Speakers bureau			
Stillwater prison programs			
Community library	Mon. - Sat. 9:00 am - 5:00 pm		
Newsletter			

Geographical neighborhood served: No limitations

Average number of people served per month: 80 - 120 Inpatient; 40 Daycare

Age range: All ages

Board of Directors: 15 members with 7% under age 25
Chairperson: Lowell Kruse

Operating budget / fiscal year: $333,657,000

Funding sources: Federal monies (Title IVA), National Institute of Drug Abuse

In operation since: 1971

Legal status: Non-profit corporation, tax exempt 501(c)(3), not a private foundation

Referrals To:	**From:**
Veterans Administration Hospital	Walk in
Jamestown	Department of Corrections
Pharm House	Court Services
Meadowbrook	Veterans Administration Hospital

Staff: Ex-chemically dependent staff - some get money through funds

Remarks:

County	Neighborhood Location
Ramsey	St. Paul/ Riverview

NEIGHBORHOOD HOUSE ASSOCIATION
179 East Robie St.
St. Paul, MN 55107
227-9291
Franklin A. Hijikata - Executive Director

SERVICES	Days/Hours	Eligibility	Fees
Counseling: employment, parent-child, educational, marital	Building hours: Mon. - Fri. 7:00 pm - 10:00 pm Saturday 9:00 am - 1:00 pm	None	None
Casework services			
Minority groups rights advocacy			
Camping			
Housing (Torre de San Miguel)		Ages 6 - 12 18 and older low & moderate income Westside resident	$8 - $30 rent up to $25/ week
Day care, community			
Scholarship program organization			
Coordination of Concord Terrace Neighborhood Center			
Recreation			
Community organization			
Westside Community Health Clinic (see health section)			

Geographical neighborhood served: Riverview

Average number of people served per month: 500

Age range: All ages

Board of Directors: 40 members with 2% under age 25
Chairperson: Wallace Martin

Operating budget / fiscal year: $300,000 (Jan. - Dec.)

Funding sources: United Way, fees and dues, federal grants, sales and events

In operation since: 1897

Legal status: Non-profit corporation, tax exempt 501 (c) (3), not a private foundation

Referrals To:	**From:**
Ramsey Action Program	Ramsey County Welfare
Housing & Redevelopment Authority	Ramsey Action Program
Family Service	Housing & Redevelopment Authority
Ramsey County Welfare	Schools

Staff: 15 full time paid staff
8 part time paid staff (does not include camp staff)
50 part time volunteers

Remarks:

The Following grants were made in 1974 and 1975 by the National Institute on Drug Abuse:

Amount	Recipient of Grant	Purpose	Date
35,737	Arthur D. Little, Inc. Cambridge, Mass.	Producation of cannabinoids by synthetic means.	ADM-45-74-134 5-16-74
946,568	System Sciences, Inc. Methesda, Maryland	Continued implementation & refinement of the Client Oriented Data Acquisition Process (CODAP) System.	8-9-74 ADM-45-74-133
97,630	E. H. White & Co., Inc. San Francisco, Ca.	Evaluation of free clinics.	8-9-74 ADM-45-74-209
107,035	American Management Systems, Inc. Arlington, Vir.	Preparation of marijuana research monograph and annotated bibliography of NIMH-NIDA Drug Abuse Research.	SAODAP 73-2 8-9-74
125,917	Roy Littlejohn Associates, Inc. Washington, D. C.	Review and assessment of the current status of training and education programs.	ADM-45-74-119 8-9-74
35,800	World Health Organization Geneva, Switzerland	Report describing methods of determining drug abuse potential of stimulants, depressants, and hallucinogens.	ADM-45-74-182 8-9-74
83,374	Metcor, Inc. Washington, D. C.	A survey of new techniques for the treatment of drug abusers.	ADM-45-74-190 8-9-74
155,288	Herner & Co. Washington, D. C.	Editing and reclassification of the drug abuse information resource and materials file.	ADM-45-74-131 8-9-74
99,020	Growth Projects, Inc. Morristown, N. J.	Conduct of the national search for youth initiatives in drug abuse prevention.	ADM-45-74-148 8-9-74
86,660	Kalamazoo State Hospital Kalamazoo, Mich.	Evaluation of cocaine on aggressive behavior.	ADM-45-74-163 8-9-74
126,167	Macro Systems, Inc. Silver Springs, Md.	First International Conference on the Pharmacology of Marijuana.	SAODAP 73-2 8-9-74

165,563	Brown Engineering Co. Huntsville, Ala.	An evaluation, planning and control system (EPACS) for Federal single state agencies, programs and clinics.	ADM-45-74-154 8-9-74
79,500	University Research Corp. University Research Corp. Washington, D.C.	Credentialing of drug abuse treatment and rehabilitation workers.	ADM-45-74-158 8-9-74
45,762	Informatics, Inc. Rockville, Md.	Library Cataloging Service.	ADM-45-74-204 8-9-74
61,000	E.F. Shelley & Co., Inc. Washington, D. C.	Conduct a comprehensive planning activity and a group problem solving process.	ADM-45-74-222 8-9-74
34,161	The Franklin Institute Philadelphia, Pa.	Acquire information and prepare bibliographic materials on drug abuse topics.	ADM-45-74-117 8-9-74
149,540	American Technical Assistance Corp. McLean, Virginia	Evaluation of drug abuse training center.	ADM-45-74-180 8-9-74
148,730	BRX, Inc. Rochester, N. Y.	Drug education information materials evaluation.	ADM-45-74-138 8-9-74
62,538	Systems Sciences, Inc. Bethesda, Md.	Epidemiology Conference on incidence and prevalence of drug abuse.	SAODAP 73-2 8-9-74
76,688	Brown Engineering Co.,Inc. Huntsville, Ala.	Drug abuse information program (DAIP) data processing requirements.	ADM-45-74-156 8-9-74
265,918	Addiction Science Services, Inc. Palantine, Ill.	Training and manpower development for drug treatment programs.	ADM-45-74-186 8-9-74
72,207	Auerbach Associates, Inc. Philadepphia, Pa. Philadelphia, Pa.	Integration of all drug abuse EDP Systems.	ADM-45-74-155 8-9-74
726,890	Booz, Allen and Hamilton, Inc. Washington, D. C.	Design, develop, and implement a financial management information system for single state agencies.	ADM-45-74-122 8-9-74

149,232	University of Chicago, Department of Psychiatry Chicago, Ill.	A study of the accute effects of cocaine on complex human performance.	ADM-45-74-165 8-9-74
57,885	Dunlap and Associates, Inc. Darien, Connecticut	Comprehensive evaluation of Clearinghouse materials.	ADM-45-74-118 8-9-74
35,274	The Franklin Institute Philadelphia, Pa.	Development of a thesaurus of synonyms and equivalent terms for drug abuse resources and materials file (RMF).	ADM-45-74-129 8-9-74
204,255	Herner & Co. Washington, D.C.	Acquisition and abstracting of drug abuse literature.	ADM-45-74-135 8-13-74
156,505	Macro Systems, Inc. Silver Springs, Md.	Series of workshops for the National Institute on Drug Abuse Biomedical Research Program.	SAODAP 73-2 8-13-74
291,957	Social Action Research Center Berkeley, Ca.	Training and Manpower development for drug treatment programs.	ADM-45-74-187 8-13-74
436,578	Advanced Computer Techniques Corp. New York, N. Y.	Expansion and installation of the Drug Abuse Prevention Resources Units (DAPRU) Date Bank.	ADM-45-74-181 8-13-74
126,988	Midwest Research Institute Kansas City, Missouri	Studies on the use of Biofeedback with opiate addicts.	ADM-45-74-139 8-13-74
2,188,188	City of New York Addiction Services Agency New York, N. Y.	Vocational rehabilitation and manpower services demonstration project for former drug abusers.	ADM-45-74-150 8-13-74
169,231	Research Triangle Institute Research Triangle Park, North Carolina	Synthesis of stimulants, depressants, and hallucinogens subject to abuse.	ADM-45-74-179 8-13-74
205,445	Yale University New Haven, Conn.	Acute effects of cocaine on man.	ADM-45-74-164 8-13-74
297,300	Joint Center for Community Studies Los Angeles, Ca.	Establishment of a national multi-cultural (Multi-ethnic Minority) Drug Abuse Prevention Resource Center.	271-75-4024 3-10-75

1,964,689	Systems Development Corporation Santa Monica, Ca.	Operation of a national drug abuse training center.	271-75-4018 3-10-75
29,000	Behavior Change Laboratories Ann Arbor, Michigan	Conduct statistical analysis of attitudes on drug use and attitude changes.	271-75-3022 3-10-75
79,600	Christian Family Movement Chicago, Ill.	Drug prevention program for parents.	271-75-4032 3-10-75
683,693	Arthur Young & Co. Washington, D.C.	Assistnace to States on implementation of an integrated drug abuse management information system.	271-75-5008 3-19-75
421,152	Research and Evaluation, Inc. Walnut Creek, Ca.	Development of a comprehensive information support and technical assistance program.	271-75-4014 3-19-75
54,800	Foundation for Behavioral Research Augusta, Maine	Evaluation of cocaine on aggresive behavior.	271-75-3075 6-17-75
49,000	Booz-Allen and Hamilton, Inc. Washington, D.C.	Organize and conduct a marketing seminar to draw together expertise from the academic world and the industrial marketing world.	281-75-0020 6-17-75
48,887	Research Triangle Institute Research Triangle Park, North Carolina	Development of instructional manuals for treatment program evaluation.	271-75-1016-3 7-1-75
51,305	(same as above)	A study of the effects of marijuana usage.	271-75-1016- 7-1-75
53,440	Documentation Assoc. Los Angeles, Ca.	Summarize the state of knowledge in specialized topic areas related to research in human drug use and abuse.	271-75-3071 7-30-75
117,137	Consad Research Corporation Pittsburgh, Pa.	Elevation of treatment approaches for drug abusing youth.	271-75-4066 7-30-75
30,710	Fred Streit Assoc. Highland Park, N.J.	Drug use estimates for seven drugs.	271-75-1147 7-30-75

62,405	Dunlop & Assoc., Inc. Darien, Connecticut	Comprehensive evaluation of clearinghouse materials.	271-75-5043 7-30-75
1,409,228	Touche Ross & Co. Washington, D. C.	Drug treatment program review.	271-75-2133 7-30-75
78,361	Addiction Consultation and Evaluation, Inc. Rockville, Maryland	Development of NIDA recurring statistical publications.	271-75-5137 7-30-75
131,000	Health Facility Resources, Inc. Washington, D. C.	Criminal justice drug treatment model development and national policy symposium project.	271-75-2146 7-30-75
90,424	Computer Horizens, Inc. Cherry Hill, New Jersey	Structure and impact of drug abuse research.	271-75-3076 7-30-75
30,000	Alcohol and Drug Problems Association of North America Washington, D. C.	Support of the ADPA annual meeting and activities.	271-76-1009 9-23-75
39,879	Koba Assoc., Inc. Washington, D. C.	Prepare the fifth marijuana and health report.	271-76-3010 9-23-75

The following grants and negotiations were carried out within the past year by the National Institute on Drug Abuse, of the Department of Health, Education and Welfare. Following each entry is the date each appeared in Commerce Business Daily (a publication of the U. S. Commerce Department).

Amount	Recipient of Grant	Purpose	Date
Negotiating	Univ. of Mississippi University, Mississippi	producation and analysis of standardized cannabis materials	1-7-76
27,967	Research for Better Schools, Inc. Philadelphia, Pa.	design and preparation of a drug information activity booklet for children	1-19-76
Negotiating	Greater Kansas City Mental Health Foundation Kansas City, Mo.	continuation of study of the patterns and life styles of cocaine users/abusers	2-3-76
Negotiating	(Same as above)	continuation of a study of the patterns and life style of amphetamine users/abusers	2-6-76

Negotiating	Herner & Company Washington, D. C.	perform acquisition and abstracting of drug abuse literature.	2-13-76
Negotiating	Dunlap & Associates, Inc. Darien, Connecticut	perform a comprehensive evaluation of clearinghouse drug abuse materials	2-13-76
47,538	Massachusetts General Hospital Boston, Mass.	perform a study of the psychosocial effects of marijuana	3-1-76
Negotiating	Pacific Institute for Research and Evaluation Walnut Creek, Ca.	continue to provide for a comprehensive resource development and technical support system	3-16-76
Negotiating	Reasearch Triangle Institute Research Triangle Park, North Carolina	research and development of quantitative assays for abused drugs	3-31-76
Negotiating	Battelle Memorial Institute Columbus, Ohio	research and development of quantitative assays for abused drugs in various biological media	4-5-76
Negotiating	Research Triangle Institute Research Triangle Park, North Carolina	continued effort in providing services necessary to analyze marijuana samples for cannabinoids and cannabinoid dosage forms	4-9-76
73,407	Planning & Human Systems, Inc. Washington, D. C.	study damages associated with alcohol and drugs of abuse	5-25-76
219,989	Burt Assoc., Inc. Bethesda, Md.	to perform a clinical investigation on the characteristics of drug abusing women	6-21-76
159,242	National Academy of Sciences Washington, D. C.	establish a committee on substance abuse and habitual behavior	6-25-76
185,965	Creative Solio-Medirs Corporation New York, N. Y.	examine the nature and extent of drug abuse problems and effective treatment for minorities	8-2-76

109,746	University of Michigan Institute for Social Research Ann Arbor, Michigan	study of the relationship between management styles and delivery of drug abuse treatment and other human services	8-2-76
799,880	Richard Katon & Assoc. Rockville, Maryland	drug abuse management information technical assistance	8-2-76
49,981	Johns Hopkins Univ. Baltimore, Md.	analysis of the relationship between drug abuse, crime, and the economy	8-2-76
79,380	Albert Einstein College of Medicine Yeshiva University Bronx, N. Y.	study the effects of marijuana on reproduction	8-2-76
49,714	Mason Research Institute Worchester, Mass.	study the effects of marijuana on reproduction	8-2-76
183,623	Burt Assoc., Inc. Bethesda, Md.	study on children of addicts: implications for family intervention and treatment strategies	8-2-76
1,509,000	Touche Ross & Co. Washington, D. C.	drug treatment reviews	8-2-76
552,168	Macro Systems, Inc. Silver Springs, Md.	technical assistance to drug abuse treatment programs	8-2-76
168,760	Southeastern Arizona Drug Abuse Council Bisbee, Arizona	bi-national drug abuse treatment demonstration model	8-2-76
Negotiating	Koba Assoc., Inc. Washington, D. C.	provide a cocaine research monograph	8-20-76
34,475	Koba Assoc., Inc. Washington, D. C.	prepare a marijuana research monograph	10-29-76
463,000	George Washington Univ. Washington, D. C.	conduct a nationwide drug abuse survey	10-29-76

The following grants were given between 1972 and 1975. Those readers desiring additional information about these contracts should contact the agency awarding the contract. The grants cover a wide variety of topics of interest to youth coordinators-----child abuse, education, employment, juvenile justice, etc.

DEPARTMENT	RECIPIENT OF GRANT	STATED PURPOSE OF GRANT	GRANT AMOUNT & CONTRACT # and C.B.D. DATE
Office of Economic Opportunity	The Urban Institute Washington, D. C.	Design of a planning and management support system for a large urban school system.	B2C-5333 1-10-72 $171,464
Health Services & Mental Health Administration	Chilton Research Services Philadelphia, Pa.	Second repeat study of cigarette smoking among teenagers in the U. S.	HSM-110-72-110 1-12-72 $64,859
National Institute of Mental Health	Johns Hopkins University Baltimore, Md.	Conduct of a follow-up study on addicts civilly committed under the NARA Act of 1966.	HSM-42-72-37 2-7-72 $200,000
Health Services & Mental Health Administration	Univ. of Missouri Columbia, Mo.	Development of a consumer health education program.	HSM-99-72-8 2-11-72 $332,200
H. E. W. Office of the Secretary	UpJohn Institute for Employment Research Washington, D. C.	Study on work in America for Office of Planning & Evaluation.	HEW-OS-72-98 2-15-72 $72,325
H. E. W Office of the Secretary	MIDCO Educational Associates, Inc. Denver, Co.	Study of the impact of participation and parent involvement in Head Start Programs.	HEW-OS-72-45 2-24-72 $257,463
Health Services & Mental Health Administration	University of Maryland College Park, Md	Development of a consumer health education Program.	HSM-99-72-9 2-29-72 $211,805
(same as above)	Virginia Polytechnic Institute & State Univ. Blacksburg, Va.	Consumer health education program.	HMS-99-72-7 3-6-72 $160,000

National Instiitute of Mental Health	Exotech Systems, Inc.	Evaluation of Child Advocacy Projects	HSM-42-72-65 5-5-72 $92,218
Health Services & Mental Health Administration	The Board of Trustees of the Leland Stanford Junior Univ. Stanford, Ca.	Emperical analysis of evaluation of a health care delivery system management information system.	HSM-110-72-178 5-15-72 $295,400
Dept. of Justice LEAA	General Electric Co.	Design, development and implementation of a national criminal justice reference service, and revision and modification of selected criminal justice documents and support services to the National Advisory Commission on Criminal Justice Standards and Goals.	J-LEAA-001-72 5-22-72 $830,403
Social and Rehabilitation Service	Governor's Office, Human Resources Planning Section Richmond, Vir.	Study of the comprehensive state planning in human service programs.	SRS-72-20 5-31-72 $52,528
H. E. W. Office of the Secretary	Battelle Memorial Institute	Study of societal functions which may be potentially served by telecommunications.	HEW-OS-72-163 6-5-72 $30,000
H. E. W. Office of the Secretary	Booz-Allen Public Administration Washington, D. C.	Head Start employee mobility study.	HEW-05-72-156 6-7-72 $121,838
Health Services & Memtal Health Administration	Research Foundation of City Univ. of New York	Continue Health Services Research Program.	HSM-110-71-140 6-7-72 $70,000
(same as above)	Macro Systems, Inc. Silver Springs, Maryland	Conduct short-term evaluation studies related to organization & delivery of accessable health care.	HSM-110-71-285 6-8-72 $98,000

Dept. of Justice, LEAA	Board of Trustee University of Illinois Urbana, Ill.	Planning and design of regional and Community Correctional Centers. Scope of wrok includes correctional centers & courts & law enforcement facilities.	J-LEAA-014-70 3-10-72 $629,819
National Institute of Mental Health	National Urban League New York, N. Y.	Assessment of adequacy of drug abuse programs.	HSM-42-72-94 3-21-72 $50,000
(same as above	University of California Santa Barbara, California	Annotated bibliography and review of literature on mental health issues relevant to Spanish-speaking minority groups.	HSM-42-72-61 3-21-72 $41,350
National Institute of Mental Health	American Public Health Association Washington, D. C	Development of a monograph for use by Mental Health personnel as a basic guide for mental health needs.	HSM-42-72-121 4-10-72 $37,584
H. E. W. Office of the Secretary	Practical Concepts, Inc. Washington, D. C.	Analysis of the Department of H. E. W. management of Education Evaluation.	HEW-OS-72-134 4-7-72 $36,857
H. E. W. Office of the Secretary	High/Scope Education Foundation Hysilant, Mich.	Homestart evaluation study.	HEW-OS-72-127 4-13-72 $220,000
Office of Economic Opportunity	National Opinion Research Center Chicago, Ill.	Design and analysis of available data obtained in the course of conducting field surveys for a study of Federal Manpower Training Program enrollees.	B2C-5335 4-19-72 $28,000
(same as above)	Resource Plannir Corporation Washington, D. C.	Development of a mobile addiction treatment unit and development and training of Vista volunteers.	B2C-5340 4-19-72 $88,914
(same as above)	Stanley H. Ruttenberg & Assoc., Inc. Washington, D. C	Development of eight special technical assistance articles on manpower for Community Action Agencies (CAAs).	B2C-5342 4-19-72 $12,632
Health Service & Mental Health Administration	Hudson Institute Croton, N. Y.	Development of alternative Federal roles to meet changing demands for health care delivery.	HSM-110-72-158 4-27-72 $70,000

H. E. W. Office of the Secretary	Stanford Research Institute Stanford, Ca.	Development of Pilot Program for monitoring and evaluating the operation of 10 DOT/NIAA Joint Alcoholism Programs.	HEW-05-72-208 7-14-72 $156,660
H. E. W. Office of the Secretary	Community Services, Inc. Philadelphia, Pa.	Evaluation of coordination of mental service programs.	HEW-OS-72-218 7-25-72 $40,994
U. S. Dept. of Justice Bureau of Dangerous Drugs	Lea, Inc. Ambler, Pa.	Collect drug abuse information on nationwide basis under Project DAWN, pursuant to Section 201 of Public Law 91-513	BNDD-72-47 7-5-72
Office of Economic Opportunity	Geomet Inc. Rockville, Md.	Conduct a study in seven neighborhood health centers to provide complete and detailed descriptions of Team Compositions, Manpower Utilization and Characteristics of Family Health Workers.	B2C-5383 7-25-72 $110,293
(same as above)	Humanics, Inc. Washington, D. C	Study to analyze the economic impact of three to five comprehensive health services projects.	B2C-5404 7-25-72 $146,866
(same as above)	PRC Systems Sciences Co. McLean, Vir.	Evaluation of Treatment Programs for drug abusers.	B2C-5408 7-25-72 $207,212
(same as above)	The Johns Hopkins Univ. Baltimore, Md.	Evaluation of Treatment Programs for drug abusers.	B2C-5409 7-25-72 $1,145,782
(same as above)	Small Business Administration Washington, D. C.	Design of community development activities using Comprehensive Health Services Programs as economic development catalysts.	B2C-5413 7-25-72 $596,000
(same as above)	Ultrasystems, Inc Newport Beach, California	Conduct evaluation and analysis of job-client (CLEFF) matching project in New Jersey.	B2C-5415 7-25-72 $161,664
(same as above)	Business Administration Chicago, Ill.	Evaluation of Family Planning.	B2C-5412 7-25-72 $30,000
(same as above)	Small Business Administration San Francisco, Ca	A pilot study of the effects of school integration processes.	B2C-5382 7-25-72 $149,811

H. E. W. Social and Rehabilitation Services	Booz-Allen Public Administration Services Washington, D. C.	Develop alternative methodological models for conducting (1) an assessment of social service needs; (2) analysis of resources available to meet these needs.	SRS-72-66 8-2-72 $158, 334
H. E. W. Office of the Secretary	Rand Corp. Santa Monica, Ca.	Study of reasons for rural physician shortage in U. S.	HEW-OS-71-125 8-2-72 $88, 750
Health Services & Mental Health Administration	Child Welfare League of America, Inc. New York, N. Y.	Developing a program which would foster the protection of adolescents in the U. S. against early unwanted pregnancies.	HSM-110-72-339 8-11-72 $123, 055
Health Services & Mental Health Administration	Design Center, Inc Washington, D. C.	Childhood lead poisoning educational materials.	HSM-99-72-148 8-15-72 $26, 007
Social & Rehabilitation Service	Thiokol Chemical Corp. Roswell, N. Mex.	Operation of H. E. W. Day Care Center.	SRS-73-4 11-17-72 $164, 654
H. E. W. Office of the Secretary	Procurement Consultants, Inc.	Development and implementation of the Department of H. E. W. procurement training programs.	HEW-OS-73-90 12-15-72 $34, 986
H. E. W. Public Health Service	National Academy of Sciences Washington, D. C	Evaluation of data on children's hazard from lead in paints.	FDA-70-22 4-25-73 $37, 000
National Institute of Education, H. E. W	OIC National Institute, Inc. Philadelphia, Pennsylvania	Research and development of the Career Intern Program.	NE-C-00-3-0122 4-30-73 $175, 728
National Institute of Education, H. E. W	Education Development Center Newton, Mass	Development of the Home/Community Career Education Model	NE-C-00-3-0121 4-30-73 $453, 894
H. E. W. Office of the Secretary	GTE Information Systems Silver Springs, Maryland	Task orders for the Basic Opportunity Grant Program.	HEW-OS-73-147 5-8-73 $25, 000

Health Resources Administration	American Academy of Pediatrics Evanston, Ill.	Descriptive study of current health based child abuse and/or neglect programs.	HRA-106-74-9 5-7-74 $47,000
Dept. of Justice L. E. A. A.	Westinghouse Electric Corp. Baltimore, Maryland	A study of defensible space entitled Crime Prevention Through Environmental Design. The purpose is to extend the knowledge gained relevent to the deterrence and prevention of crime through the increasing of security in public housing units to schools, transportation systems, commercial areas and private residences. The work as accomplished shall serve as a clearinghouse structure to collect, catalogue and diseminate relevant information on crime prevention through environmental design.	J-LEAA-022-74 5-10-74 $1,958,867
Dept. of Labor	Univ. of Chicago Chicago, Ill.	Investigation of the stability of the aggregate racial unemployment differentials.	L-74-131 6-4-74 $33,801
Dept. of Labor	Ralph Shnelvar. Computer Programming Services, Inc. New York, N. Y	Evaluate the overall impact of the contract compliance program on employment opportunities for minorities and women and to project likely future impact on both the short and long term.	L-74-194 7-10-74 $44,750
H. U. D.	Columbia Scientific Industries Austin, Texas	Research and design development for a lead detection and analysis system to be used in field measurements of lead content of paint films on walls and other surfaces.	H-2191R 7-15-74 $83,724
H. U. D.	Princeton Gamma-Tech, Inc. Princeton, N. J.	(same as above)	H-2192R 7-15-74 $110,000
Bureau of Health Resources Development	ABT Accociates Incorporated Cambridge, Massachusetts	Conduct evaluation of the National Education Center Program.	NO1-MB-44070 7-18-74 $118,653

National Institute of Mental Health	National Periodical Publication, Inc. New York, N. Y.	Development of comic book drug abuse stories for pretesting.	HSM-42-73-169 5-8-73 $35,555
National Highway Traffic Safety Admin.	U. C. L. A. Los Angeles, Ca.	Effect of marijuana and alcohol on driver's visual search performance.	NHTSA-3-A831 7-13-73 $149,916
National Institute of Mental Health	Consad Research Corp. Pittsburgh, Pa.	Survey of drug abuse in industry.	HSM-42-73-210(ND) 7-16-73 $497,000
(same as above	Herner and Company Washington, D. C.	Acquisition and abstracting current drug abuse information materials and preparation of a bi-weekly publication (DACAS).	HSM-42-73-198(ND) 7-16-73 $206,925
(same as above	George Washington University Washington, D. C.	National Survey of drug abuse.	HSM-42-73-197(ND) 7-16-73 $322,447
H. E. W. Office of the Secretary	Advertising Council, Inc. New York, N. Y.	Booklet entitled, "Food is More Than Just Something to Eat."	HEW-OS-74-72 11-27-73 $50,000
Dept. of Justice L. E. A. A.	Auerbach Associates Philadelphia, Pa.	Development of a glossary of criminal justice terms.	J-LEAA-012-72 2-19-74 $284,203
Health Services Administration	Applied Management Sciences Silver Springs, Maryland	National inventory of family planning clinics.	HRA-106-NCHS-34(4) 3-12-74 $28,690
Dept. of Justice L. E. A. A.	IIT Research Institute Chicago, Ill.	Design and development of a model offender classification system. Contractor shall conduct a state-of-the-art survey on available literature and existing classification systems, document his findings and design and develop a classification system compatible with all of the variables involved.	J-LEAA-023-74 3-22-74 $129,648

H. E. W., Public Health Service	Opinion Research, Corp. Princeton, N. J.	Evaluation of National Institute on Alcohol Abuse and Alcoholism public education campaign.	ADM-41-74-0027 7-25-74 $161,130
H. E. W. Public Health Service	National Board of the Y. W. C. A. New York, N. Y.	Continuation of services to conduct a neighborhood youth program for consumer education on FDA related programs.	Cont. 72-300 7-25-74 $30,000
	Association of University Programs in Health Administration Washington, D. C.	National work-study recruitment program in health care administration for women and minority group students.	HRA-106-74-191 7-31-74 $175,271
H. E. W. National Institute of Education	Abt Assoc., Inc. Cambridge, Massachusetts	A follow-up study of residential career education program participants and related studies.	NIE-C-74-0147 8-1-74 $566,292
Health Services Administration	Lassiter & Co., Inc. Chicago, Ill.	Education and counseling protocols relating to sickle cell screening and education programs.	HSA-105-74-202 8-5-74 $230,530
H. E. W. Public Health Services	Judge Baker Guidance Center Boston, Massachusetts	A study entitled: "Child Abuse: Formal and Informal Decision-Making Processes".	ADM-42-74-38(SM 8-20-74 $114,950
(same as above)	Community Research Applications, Inc.	Survey of Child Abuse and Neglect service programs.	ADM-42-74-56(SM 8-20-74 $92,000
H. E. W. Office of the Secretary	Director's Group, Inc. New York, N. Y.	Provide service to promote the public service and publicity programs of the President's Council on Physical Fitness and Sports.	HEW-100-75-0009 8-26-74 $128,956
H. E. W. National Institute of Education	George Washington University Washington, D. C.	ERIC clearinghouse on higher education.	Cont. 400-75-0011 9-13-74 $209,457
H. E. W. National Institute of Education	Teachers College, Columbia University New York, N. Y.	ERIC clearinghouse on the disadvantaged.	Cont. 400-75-0008 9-13-74 $227,958

Dept. of Justice, L. E. A. A.	Brandon Applied Systems Arlington, Vir.	Develop manuals/handbooks that will spell out policy and procedures relevant to the field of Electronic Data Processing (EDP) and communications systems.	J-LEAA-009-75 10-11-74 $239,000
Health Resources Administration	Aspen Systems Corp. Rockville, Md.	Development of a center for health planning information.	HRA-230-75-0073 10-25-74 $639,314
Health Services Administration	American Sickle Cell Society Los Angeles, California	Continuation of sickle cell disease screening and education clinic.	HSM-110-73-452 11-11-74 $168,700
Department of Justice, LEAA	The Research Center National Planning Association Washington, D.	Conduct a nation-wide survey of law enforcement and criminal justice (LE/CJ) personnel needs and resources. The purpose of this contract is to implement the mandate of Congress, under Part D, Section 402(c), of Public Law 93-83, and determine the adequacy of Federal, State, and local programs to meet such needs.	J-LEAA-035-74 $3,173,228
H. E. W. Office of the Secretary	Burt Assoc., Inc. Bethesda, Md.	Study and investigation of the national incidence of Child Abuse and Neglect.	HEW-100-75-0058 1-9-75 $107,117
H. E. W. Office of the Secretary	Urban & Rural Systems Accoc. San Francisco, Ca	Development of Child Abuse and Neglect training manuals.	HEW-100-75-0057 1-13-75 $597,026
Dept. of Justice L. E. A. A.	General Electric Co. Arlington, Vir.	Continued operation, maintenance and refinement of the NCJRS and the development and operation on an international clearinghouse for criminal justice information.	J-LEAA-010-75 1-13-75 $3,481,000
Dept. of Justice L. E. A. A.	Abt Assoc., Inc. Cambridge, Massachusetts	Provide for the validation and documentation of criminal justice programs proposed as exemplary projects.	J-LEAA-014-74 1-17-75 $500,000

Dept. of Justice L.E.A.A.	Small Business Administration New York, N. Y.	Study on the feasibility of establishing a bilingual and decentralized arraignment process in the city of New York.	J-LEAA-023-75 1-24-75 $192,969
H. E. W. Office of the Secretary	Herner and Associates Washington, D. C.	Clearinghouse on programs and summerization of research on child abuse and neglect.	HEW-100-75-0052 1-31-75 $494,014
National Institute of Mental Health	Regents of the University of California Los Angeles, Ca	A study of couples' motivations for parenthood, decision making and fertility regulation.	N01-HD-52807 3-26-75 $306,380
National Institute of Health	Educational Projects, Inc. Washington, D. C.	Workshop on minority and women's opportunity and resource conference.	NIH-75-C-397 3-27-75 $67,672
Dept. of Justice L. E. A. A.	The Mitre Corp. McLea, Vir.	National level evaluation of the anti-crime high impact program.	J-LEAA-028-75 4-11-75 $441,500
National Institute of Mental Health	Moshman Associates, Inc. Washington, D. C	National Conference on Mental Health Statistics.	278-75-0013(DB) 4-25-75 $50,164
H. E. W. Alcohol, Drug Abuse, and Mental Health Administration	L. Miranda and Associates Chevy Chase, Maryland	Develop printed materials on alcoholism for Spanish-speaking Americans.	ADM-281-75-0018 6-5-75 $62,275
H. E. W. National Institute of Education	Appalachia Educational Laboratory Charleston, West Virginia	Career decision making program.	NEC-00-3-0093 6-10-75 $62,622
H. E. W. Public Health Services	Univ. of Colorad Boulder, Co.	Manuscript on the survey of adolescent drinking behavior, attitude and correlates.	ADM-281-75-0028 7-9-75 $22,700
(same as above	University of Pittsburgh Pittsburgh, Pa.	Integrated critical review of literature on youth and alcohol.	ADM-281-75-0026 7-9-75 $24,954
(same as above	Stanford Research Institute Menlo Park, Ca.	Monitoring and evaluating the operation of DOT/NIAA joint alcoholism programs.	ADM-41-74-0032 7-9-75 $13,968

H. E. W. Office of the Secretary	Development Assoc, Inc. Washington, D. C	Assessmant of technical assistance requirements of child abuse and neglect programs and activities.	HEW-100-75-0192 7-9-75 $461,338
Abt Assoc., Inc. Cambridge, Mass.	H. E. W. National Institute of Education	Compensatory Education: Research on effects of demonstration projects.	400-75-0074 7-11-75 $2,773,543
Health Services Administration	Planned Parenthood San Francisco, California	Manual for guidance in educational programs designed to prevent early parenthood and venereal disease.	240-75-0057 7-14-75 $33,400
H. E. W. Office of the Secretary	UNCO, Inc. Washington, D. C.	National Statistical Survey on runaway youth.	HEW-100-75-0168 7-21-75 $47,371
(same as above)	California Youth Authority Sacramento, Ca.	Develop instruments for the evaluation and monitoring of projects for runaway youth.	HEW-100-75-0147 7-21-75 $132,813
Defense Supply Service	Canning L. Bete, Co., Inc. Greenfield, Massachusetts	Drug abuse and alcohol addiction literature.	MDA00903-75-C-0325 7-22-75 $29,270
H. E. W. Office of the Secretary	Center for Human Systems Washington, D. C.	Prepare, develop and conduct thirty management by objectives (MBO) training programs.	HEW-100-75-0186 7-30-75 $425,259
H. E. W. Office of the Secretary	Applied Management Sciences Silver Springs, Maryland	Design and conduct an evaluation of the status and effectiveness of the state and local human services implementation systems.	HEW-100-76-0010 7-30-75 $88,300
Dept. of Justice L. E. A. A.	National Assoc. of State Drug Abuse Program Coordinators Washington, D. C	Technical assistance to local governments concerning the alternatives to incarceration entitled, "Treatment Alternatives to Street Crime."	J-LEAA-035-75 $225,000

JUVENILE JUSTICE

HEW is negotiating with the University of Michigan's National Assessment of Juvenile Corrections, Ann Arbor, Michigan, to perform an analysis of data on status offenders in correctional programs. December 18, 1975

LEAA awarded $368,828 to the University of Illinois, Urbana, Illinois, to develop juvenile guidelines and provide correction technical assistance to communities interested in developing Juvenile Development Programs. February 6, 1976

LEAA awarded $72,100 to the Center for Criminal Justice, Harvard University, to expand a current study of juvenile gang violence to 20 cities. The project will study the nature and level of juvenile gang violence in relation to their size and social characteristics, crime trends, and activities in public schools, among other factors.

LEAA awarded $348,609 to the Battelle Human Affairs Research Centers, Seattle, Washington, to expand a study of the handling of rape cases. They will prepare materials including preservice training curriculum for police and prosecutors and manuals on investigation, medical, prosecuting, and trial procedures.

LEAA awarded $112,063 to the Rand Corporation, Santa Monica, California, to fund a program evaluating strategies dealing with dangerous juvenile offenders.

LEAA awarded $134,620 to the Institute of Cultural Affairs, Chicago, Illinois, to fund a program designed to reduce crime amd delinquency through increased citizen involvement in community problems.

LEAA awarded $278,516 to the National Center for Juvenile Justice, Pittsburgh, Pennsylvania, to continue providing national data, research and technical assistance in the area of juvenile justice and disseminate current findings.

LEAA awarded $182,939 to the Minnesota Department of Corrections to determine the effectiveness of computer-based education in teaching juvenile inmates with learning disabilities.

LEAA awarded the American Public Welfare Association, Washington, D. C., $211,372 to continue a project to reduce the involvement of youth in the criminal justice system through an improved coordination with community service organizations. The project includes the dissemination of a report on effective coordination. LEAA Project No. 76-DF-99-0036

LEAA awarded $128,721 to the National Council of Juvenile Court Judges, Reno, Nevada, to develop a computerized model information system for juvenile justice records. LEAA Project No. 76-NI-99-0106

LEAA has awarded a $331,800 contract to Lewin and Associates, Inc., Washington, D. C., to show how federal resources can be used at state and local levels to fight juvenile delinquency. Recommendations for effective state and local approaches in mobilizing all available federal resources to deal with specific delinquency problems will also be developed. (LEAA Grant # J-LEAA-024-76)

LEAA has funded a research program to examine the link between learning disabilities and delinquent behavior. Under the two-year study, the Associates for Children with Learning Disabilities, Pittsburgh, Pennsylvania, will receive $769,024 to develop a remedial program for the sample youth, and Creighton University, Omaha, Nebraska, will receive $808,110 to evaluate the remedial program and to study the incidence of specific learning disabilities within the sample group. (LEAA Grant # 76-JN-99-0021, # 76-JN-99-0022, # 76-NI-99-0133)

LEAA has awarded $193,753 to Rutgers College, New Brunswick, New Jersey, to examine the impact of mixing violent and nonviolent juvenile offenders. This 18-month study is the first phase of a proposed 3-year study to explore the limits of mixing juveniles in correctional treatment programs. (LEAA Grant # 76-NI-99-0134)

LEAA has awarded $472,697 to the Institute of Policy Analysis, Eugene, Oregon, to evaluate the types of restitution programs that are effective for juvenile offenders. Evaluation will address recidivism reduction, victim impact, community impact, and the method in which the program is carried out. (LEAA Grant # 76-NI-99-0141)

LEAA has awarded $268,629 to the Institute for Juvenile Research, Chicago, Illinois, to continue a study of delinquent behavior in American Society. The current phase of the project is an analysis of data and development of research reports using information obtained in a statewide random sample of more than 3,000 Illinois youth in 1971-72 and from ethnographic studies of 12 Illinois communities. (LEAA Grant # 76-JN-99-0020)

LEAA awarded $474,327 to the Bahavioral Research Institute, Boulder, Colorado, to support an evaluation of juvenile diversion projects. Researchers will attempt to determine the consequences of diverting juvenile offenders out of the system at various stages of custody. (LEAA Grant # 77-JN-99-0009)

LEAA has awarded the Police Foundation, Washington, D. C., $160,907 to support the study of the effectiveness of police juvenile units. (LEAA Grant # 77-NI-99-0002)

LEAA has awarded $693,777 to the National Council on Crime and Delinquency, Hackensack, New Jersey, to conduct a national evaluation of delinquency prevention projects funded by LEAA'a Office of Juvenile Justice. Evaluation will focus on the impact of these programs on the attitudes and behavior of youth, the community, social and juvenile justice agencies, and on the grant recipients.

LEAA awarded $376,148 to the National Council on Crime and Delinquency, Hackensack, New Jersey, to coordinate an assessment of various juvenile justice programs. In addition to coordinating the activities of three juvenile justice assessment centers, the Council will assist LEAA's National Institute for Juvenile Justice in the quality control and management of its Assessment Centers Program. (LEAA Grant # 77-JN-99-0004)

LEAA has awarded $400,986 to the University of Pennsylvania to examine the extent and nature of delinquency among 18,000 Philadelphia youths. The proposed 18-month study is the first phase of a 3 to 4 year project which will follow the lives of 13,500 males and 4,500 females born in 1958. (LEAA Grant # 77-NI-99-0006, # 77-JN-99-0006)

LEAA awarded $599,861 to the American Justice Institute to establish a center for the assessment of information about the juvenile justice system. The center will focus on the movement of juveniles through the components of the juvenile justice system---police, courts and corrections, and other agencies that are a part of the juvenile justice process. (LEAA Grant # 77-NI-99-0008)

CHILD ABUSE AND NEGLECT

The Office of Human Development, HEW, awarded $785,400 to Herner & Company, Washington, D. C., to develop and operate the Clearinghouse on Child Abuse and Neglect. July 16, 1976

The Office of Human Development, HEW, awarded $1.45 million to Westat, Inc., Rockville, Maryland, to conduct a national study of the incidence and severity of child abuse and neglect. July 16, 1976

The Health Resources Administration, HEW, has awarded $300,000 to Berkeley Planning Associates, Berkeley, California, for an evaluation of demonstration projects in child abuse and/ or neglect. December 22, 1975

CHILD DEVELOPMENT

The Office of Human Development, HEW, is negotiating with the ERIC Clearinghouse, University of Illinois, Urbana, Illinois, to conduct a child development associates information and education system. Sept. 16, 1976

CHILD WELFARE

The Office of Human Development, HEW, is negotiating with the Council on Social Work Education, New York, New York, for development of a child welfare education and training strategy paper. March 25, 1976

FAMILY PLANNING

The National Institute of Child Health and Human Development has awarded $199,833 to the George Peabody College for Teachers, Nashville, Tennessee, to examine the effects of adolescent pregnancy on mother-infant relationships. They also awarded $150,572 to the University of California, Berkeley, California, to study how mother's age and circumstances affect children. Oct. 14, 1976

HEALTH

The Health Resources Administration, HEW, has awarded $104,722 to the Center for Human Resources Planning and Development, East Orange, New Jersey, to study health care problems of ethnic and minority groups. January 8, 1976

The Health Services Administration has awarded $94,529 to Planned Parenthood Federation of America, Alan Guttmacher Institute, New York, to do an analysis of family planning laws and policies in the U. S. October 5, 1976

EDUCATION

The Office of Human Development, HEW, has awarded $382,464 to the Intercultural Development and Research Association, San Antonio, Texas, to conduct a bilingual-bicultural preschool curriculum development project. August 11, 1976

The National Institute of Education, HEW, has awarded $3,499,566 to Michigan State University, Research and Contract Administration, East Lansing, Michigan, for an Institute for Research on Teaching. April 20, 1976

MENTAL HEALTH

The Health Resources Administration has awarded a $77,650 contract to Expand Associates, Inc., Silver Springs, Maryland, to implement health information training programs for high school guidance counselors. Sept. 20, 1976

RUNAWAY YOUTH

The Office of Human development, HEW, has awarded two grants. The first is an award of $95,848 to National Youth Alternatives Project, Washington, D. C., for development of models for the provision of aftercare services to runaway youth and their families. The second was an award of $65,052 to Educational Systems Corp., Washington, D. C., for the development of a typology and the identification of service needs of runaway youth unable or unwilling to return to their families. Nov. 8, 1976

YOUTH EMPLOYMENT

The Department of Labor has awarded $890,754 to the National Manpower Institute, Washington, D. C., for a work education consortium to facilitate establishment of community-based work/education councils to bring about a smoother transition from school to work. March 31, 1976

YOUTH IN INSTITUTIONS

The Office of the Secretary, HEW, has awarded $243,511 to Arthur Young & Company, Washington, D. C., to conduct research to develop a data base on youth needs and problems within and among institutional settings. December 15, 1975

YOUTH PARTICIPATION

The Office of Human Development, HEW, has awarded $25,000 to the National Commission on Resources for Youth, New York, to develop a series on concept papers on youth participation. November 8, 1976

DEPARTMENT OF AGRICULTURE

** Cooperative Extension Service
Extension Service
Department of Agriculture
Independence Avenue, S. W.
Washington, D. C. 20250
(202) 447-6283

**Food Distribution
Food Distribution Division
Food and Nutrition Service
Department of Agriculture
Washington, D. C. 20250
(202) 447-8371

** School Breakfast Program
Director, Child Nutrition Division
Food and Nutrition Service
U. S. Department of Agriculture
Washington, D. C. 20250
(202) 447-8130

** Nonfood Service Assistance Program
(Same as School Breakfast Program)

** National School Lunch Program
(Same as School Breakfast Program)

Special Milk Program for Children
** Special Milk Program for Children
(Same as School Breakfast Program)

** Special Supplemental Food Program for Women, Infants, and Children
Special Supplemental Food Division
Food and Nutrition Service
U. S. Department of Agriculture
Washington, D. C. 20250
(202) 447-8193

** Child Care Food Program
(Same as School Breakfast Program)

** Summer Food Service Program for Children
(Same as School Breakfast Program)

** Youth Conservation Corps
Staff Director,
Manpower and Youth Conservation Programs
Forest Service
U. S. Department of Agriculture
Washington, D. C. 20250
(202) 447-7783
--- or ---
Director,
Office of Manpower Training
and Youth Activities
Office of the Secretary
Department of the Interior
18th and C Streets, N. W.
Washington, D. C. 20240
(202) 343-5951

** Youth Loan Program
Administrator, Farmers Home Administration
Department of Agriculture
Washington, D. C. 20250
(202) 447-7967

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

** Comprehensive Public Health Services—Formula Grants
Director,
Bureau of Community Health Services
Parklawn Building, Room 7-05
5600 Fishers Lane
Rockville, Maryland 20852
(301) 443-2320

** Maternal and Child Health Services
Associate Bureau Director
Maternal and Child Health
Bureau of Community Health Services
Parklawn Building, Room 12-05
Rockville, Maryland 20852
(301) 443-2230

** Crippled Children's Services
Associate Bureau Director
Maternal and Child Health Services
Parklawn Building, Room 12-05
5600 Fishers Lane
Rockville, Maryland 20852
(301) 443-6600

** Family Planning Services
Associate Bureau Director for Family Planning
Bureau of Community Health Services Administration
Department of Health, Education, and Welfare
Rockville, Maryland 20852
(301) 443-2430

** Indian Health Services
Director, Indian Health Service
5600 Fishers Lane
Rockville, Maryland 20852
(301) 443-1083

** Maternal and Child Health Research
Associate Bureau Director,
Maternal and Child Health
Buearu of Community Health Services
Health Services Administration
Department of Health, Education, and Welfare
5600 Fishers Lane
Rockville, Maryland 20852
(301) 443-2340

** Alcohol Formula Grants
State Assistance Branch
Division of State and Community Assistance Programs
National Institute on Alcohol Abuse and Alcoholism
Alcohol, Drug Abuse, and Mental Health Administration
5600 Fishers Lane
Rockville, Maryland 20852
(301) 443-3860

** Maternal and Child Health Training Centers
Associate Bureau Director
Bureau of Community Health Services
Health Services Administration
5600 Fishers Lane
Rockville, Maryland 20852
(301) 443-2340

** Drug Abuse Community Service Programs
National Institute on Alcohol, Drug Abuse and Mental Health Administration
National Institute on Drug Abuse
11400 Rockville Pike
Rockville, Maryland 20852
(301) 443-6480

** Mental Health—Community Mental Health
Director,
Division of Mental Health Service Programs
National Institute of Mental Health
Alcohol, Drug Abuse and Mental Health Administration
5600 Fishers Lane
Rockville, Maryland 20852
(301) 443-3606

** Alcohol Research Programs
Director, National Institute on Alcohol Abuse and Alcoholism
Public Health Service
Departmant of Health, Education, and Welfare
5600 Fishers Lane
Rockville, Maryland 20852
(301) 443-3885

** Drug Abuse Education/Prevention Program
National Institute on Drug Abuse
Alcohol, Drug Abuse, and Mental Health Administration
Rockwall Building
11400 Rockville Pike
Rockville, Maryland 20852
(301) 443-2450

** Alcohol, Drug Abuse, and Mental Health Administration— Scientific Communication and Public Education

Director,
National Clearinghouse for
Alcohol Information
P. O. Box 2345
Rockville, Maryland 20852
(301) 948-4450
--- or ---
Director,
National Clearinghouse for
Drug Abuse Information
Rockwall Building
11400 Rockville Pike
Rockville, Maryland 20852
(301) 443-6500
--- or ---
Director,
National Clearinghouse for
Mental Health Information
Rockwall Building
11400 Rockville Pike
Rockville, Maryland 20852
(301) 443-4515

** Mental Health Training Grants

Director of Manpower and Training
Programs (Psychiatry, Psychology, Social Work, Nursing, Biological Sciences, Social Sciences, Continuing Education, Experimental and Special Paraprofessional Projects)
(301) 443-4257
--- or ---
Director,
Division of Special Mental
Health Programs (Suicide Prevention, Minority Groups, Crime and Delinquency, Metropolitan Problems)
(301) 443-3533

** Community Health Centers

Associate Bureau Director for
Community Health Services
Parklawn Building, Room 7A55
5600 Fishers Lane
Rockville, Maryland 20852
(301) 443-2260

** Mental Health Training Grants (Continued)

Director,
Division of Mental Health Service
Programs (Service Development)
(301) 443-3606
--- or ---
Director,
Division of Biometry and
Epidemiology (Epidemiology)
(301) 443-3653

National Institute of Mental Health
5600 Fishers Lane
Rockville, Maryland 20852

** Migrant Health Grants

Associate Bureau Director for
Migrant Health
Bureau of Community Health Services
Parklawn Building- Room 7A55
5600 Fishers Lane
Rockville, Maryland 20852
(301) 443-1153

**Alcohol Community Service Programs

Director,
Nation Institute on Alcohol Abuse
and Alcoholism
Alcohol, Drug Abuse and Mental
Health Administration
Public Health Service
Department of Health, Education,
and Welfare
5600 Fishers Lane
Rockville, Maryland 20852
(301) 443-3885

** Drug Abuse Prevention Formula Grants

National Institute on Drug Abuse
Alcohol, Drug Abuse, and Mental
Health Administration
Public Health Service
Rockwall Building
11400 Rockville Pike
Rockville, Maryland 20852
(301) 443-6480

** Family Planning Services— Training Grants
Health Services Administration
Bureau of Community Health Services
of Clinical Services Training Branch
5600 Fishers Lane
Rockville, Maryland 20852
(301) 443-2340

** Drug Abuse Research Programs
National Institute on Drug Abuse
Alcohol, Drug Abuse, and Mental
Health Administration
11400 Rockville Pike
Rockville, Maryland 20852
(301) 443-6480

** Drug Abuse Training Programs
National Institute on Drug Abuse
Alcohol, Drug Abuse, and Mental
Health Administration
11400 Rockville Pike
Rockville, Maryland 20852
(301) 443-6720

** Emergency Medical Services
Emergency Medecal Services
Public Health Service
Department of Health, Education,
and Welfare
6526 Belcrest Road
West Hyattsville, Maryland 20752
(301) 436-6284

** President's Council on Physical Fitness and Sports
President's Council on Physical
Fitness and Sports
400 6th Street, S. W.
Washington, D. C. 20201
(202) 755-8800

** Adult Education— Grants to States
Director, Division of Adult Education Program
Bureau of Occupational and Adult Education
Regional Office Building
7th and D Streets, S. W., Room 5056
Washington, D. C. 20202

** Bilingual Education
Division of Bilingual Education
Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-0861

** Civil Rights Technical Assistance and Training
Equal Education Opportunity Programs
Bureau of School Systems
400 Maryland Avenue, S. W
Washington, D. C. 20202
(202) 245-8484

** Dropout Prevention
Division of State Assistance
Office of Education
Washington, D. C. 20202
(202) 245-2495

** Supplemental Educational Opportunity Grants
Chief, Program Development Branch
Division of Student Financial Aid
Office of Education
Washington, D. C. 20202
(202) 245-9717

** Alcohol and Drug Education
U. S. Office of Education
Division of Drug Education/ Health
and Nutrition Programs
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-7292

** Educationally Deprived Children— Handicapped
Division of Education for the
Disadvantaged
Bureau of School Systems
Office of Education
7th and D Streets, S. W.
Washington, D. C. 20202
(202) 245-2722

** Educationally Deprived Children—Local Educational Agencies
Policy and Procedure Officer
Aid to States
Branch Division of Assistance
to States
Bureau of Education for
the Handicapped
Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-9405

** Educationally Deprived Children— Migrants
Chief, Migrant Programs Branch
Division of Education for
the Disadvantaged
Bureau of School Systems
Office of Education
7th and D Streets, S. W.
Washington, D. C. 20202
(202) 245-2427

** Educationally Deprived Children—State Administration
Division of Education for the Disadvantaged
Bureau of School Systems
Office of Education
7th and D Streets, S. W.
Washington, D. C. 20202
(202) 245-2722

** Educationally Deprived Children—In State Administered Institutions Serving Neglected or Delinquent Children
(Same as Above)

** Handicapped— Research and Demonstration
Chief, Research Programs Branch
Bureau of Education for the Handicapped
Office of Education
400 Maryland Avenue, S. W.
Washington, D.C. 20202
(202) 245-2275

** Handicapped Physical Education and Recreation Research
Director,
Division of Innovation and
Development
Bureau of Education for
the Handicapped
Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-9836

** Handicapped Physical Education and Recreation Training
Director, Division of
Personnel Preparation
Bureau of Education for the
Handicapped
Department of Health, Education,
and Welfare
Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-9886

** Handicapped Preschool and School Programs
Policies and Procedure Officer
Aid to States Branch
Division of Assistance to States
Bureau of Education
for the Handicapped
Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-9405

** Handicapped Innovative Programs — Blind-Deaf Centers
Coordinator, Centers and Services for
Deaf-Blind Children
Bureau of Education for the Handicapped
Division of Assistance to States
Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-7134

** Handicapped Media Services and Captioned Films
Chief, Captioned Films and Telecommunications Branch
Division of Media Services
Bureau of Education for the Handicapped
Office of Education
7th and D Streets, S. W.
Washington, D. C. 20202

** Handicapped Regional Resource Centers
Chief, Learning Resources Branch
Division of Media Services
Bureau of Education for the Handicapped
Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-2987

** Handicapped Teacher Education
Director,
Division of Personnel Preparation
Office of Education
Bureau of Education for the Handicapped
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-9886

** Higher Education Act Insured Loans
Associate Commissioner,
Office of Guaranteed Student Loans
Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-2350

** Higher Education Work-Study
Chief,
Program Development Branch
Division of Student Financial Aid
Bureau of Postsecondary Education
Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-9717

** National Direct Student Loan Program
(Same as Above)

** School Assistance in Federally Affected Areas— Construction
Division of School Assistance in Federally Affected Areas
Bureau of School Systems
Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-8427

** School Assistance in Federally Affected Areas— Maintenance and Operation
(Same as Above)

** Special Services for Disadvantaged Students
Division of Student Services and Veterans Programs
Bureau of Postsecondary Education
Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-2368

** Talent Search
Division of Special Services and Veterans Programs
Bureau of Postsecondary Education
7th and D Streets, S. W.
Washington, D. C. 20202
(202) 245-2511

** Teacher Corps— Operations and Training
Director, Teacher Corps
Office of Education
400 Maryland, S. W.
Washington, D. C. 20202
(202) 245-0355

** Upward Bound
Division of Student Services and Veterans Programs
Bureau of Postsecondary Education
Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-9423

** Vocational Education— Innovation

Director,
Division of Research and Demonstration
Bureau of Occupational and
Adult Technical Education
Office of Education
Washington, D. C. 20202
(202) 245-2614

** Vocational Education— Basic Grants to States

Director, Division of
Vocational and Technical
Education
Bureau of Occupational and
Adult Education
Office of Education
Washington, D. C. 20202
(202) 245-9825

** Vocational Education— Cooperative Education

(Same as Vocational Education—
Basic Grants to States)

** Vocational Education— Curriculum

Director,
Division of Research and Development
Bureau of Occupational and
Adult Education
Office of Education
Washington, D. C. 20202
(202) 245-2467

** Vocational Education Research Program

(Same as Vocational Education—
Curriculum)

** Vocational Education— Special Needs

Director,
Division of Vocational and
Technical Education
Center for Adult, Vocational/Technical
and Manpower Education
Office of Education
7th and D Streets, S. W.
Washington, D. C. 20202
(202) 245-9851

** Vocational Education— Work Study

Director,
Division of Vocational and
Technical Education
Bureau of Occupational and
Adult Education
Office of Education
Washington, D. C. 20202
(202) 245-9825

** Emergency School Aid Act— Basic Grants to Local Educational Agencies

Division of Equal Educational
Opportunity Program Operations
Bureau of School Systems
Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-7965

** Emergency School Aid Act— Pilot Programs

(Same as Above)

** Emergency School Aid Act— Bilingual Education Projects

(Same as Above)

** Emergency School Aid Act— Special Programs and Projects

(Same as Above)

** Emergency School Aid Act— Educational Television

(Same as Above)

** Emergency School Aid Act— Special Programs

Division of Equal Educational Opportunity
Programs Operations
Bureau of School Systems
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-7857

** Educationally Deprived Children— Special Incentive Grants
Division of Education for
the Disadvantaged
Bureau of School Systems
Office of Education
7th and D Streets, S. W.
Washington, D. C. 20202
(202) 245-2722

** Special Programs for Children with Specific Learning Disabilities
Program Development Branch
Division of Innovation
and Development
Bureau of Education for
the Handicapped
Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-9722

** School Health and Nutrition Services for Children from Low-Income Families
Division of Drug and Nutrition
and Health Programs
Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-8111

** Right to Read— Elimination of Illiteracy
National Right to Read Office
Office of Education
400 Maryland Avenue, S. W.
Room 2131
Washington, D. C. 20202
(202) 245-8537

** Ethnic Heritage Studies Program
Chief, Ethnic Heritages Studies
Branch
Division of International Education
U. S. Office of Education
Bureau of Postsecondary Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-9506

** Indian Education Grants to Local Educational Agencies
Office of Indian Education
Division of Local Education Agency
Assistance, Part A
7th and D Streets, S. W.
ROB-3, Room 3662
Washington, D. C. 20202
(202) 245-9159

** Indian Education— Special Programs and Projects
Office of Indian Education
Office of Education
400 Maryland Avenue, S. W
Washington, D. C. 20202
(202) 245-8020

** Indian Education— Grants to Non Local Educational Agencies
(Same as Above)

** Basic Educational Opportunity Grant Program
Director,
Division of Basic and State
Student Grants
U. S. Office of Education
Washington, D. C. 20202
(202) 245-1835

** Educational Opportunity Centers
Division of Student Services
and Veterans Programs
Bureau of Postsecondary Education
Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-2435

** Incentive Grants for State Scholarships
Director,
State Student Incentive
Grant Program
Bureau of Postsecondary Education
Office of Education
7th and D Streets, S. W.
Washington, D. C. 20202
(202) 245-2354

** Education for Gifted and Talented Children and Youth

Director,
Gifted and Talented Staff
Office of the Deputy Commissioner
Bureau of Education for
the Handicapped
Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-2482

** Programs for Severly Handicapped Children

Program Officer
Projects for Severly Handicapped
Special Services Branch
Bureau of Education for
the Handicapped
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-9815

** Libraries and Learning Resources

Office of Libraries and
Learning Resources
Bureau of School Systems
Office of Education
ROB-3, Room 3124
400 Maryland Avenue, S. W.
Washington, D. C. 20202
(202) 245-2488

** Child Development — Technical Assistance

Associate Chief,
Children's Bureau
Office of Child Development
Office of Human Development
Department of Health,
Education, and Welfare
P. O. Box 1182
Washington, D. C. 20013
(202) 755-7600

** Office for Handicapped Individuals

Office of Handicapped Individuals
Office of Human Development
330 C Street, S. W.
Washington, D. C. 20201
(202) 245-6644

** Child Development — Child Welfare Research and Demonstration Grants

Grants Coordinator
Research and Evaluation Division
Office of Child Development
P. O. Box 1182
Washington, D. C. 20013
(202) 755-7758

** Consumer Affairs

Office of Consumers Affairs
Room 3308 HEW North
330 Independence Avenue, S. W.
Washington, D. C. 20201
(202) 245-6093

Consumer Complaints:
(202) 245-6093

** Native American Programs

Office of Native American Programs
Departmant of Health, Education,
and Welfare
200 Independence Avenue, S. W.
Washington, D. C. 20201
(202) 426-3960

** Runaway Youth Program

Commissioner,
Office of Youth Development
Department of Health,
Education, and Welfare
Room 321-D
200 Independence Avenue, S. W.
Washington, D. C. 20201
(202) 245-2864

** Child Development — Child Abuse and Neglect Prevention and Treatment

Director,
National Center on Child Abuse
and Neglect
Children's Bureau
Office of Child Development
Office of Human Development
Department of Health,
Education and Welfare
P. O. Box 1182
Washington, D. C. 20013
(202) 755-0590

** Developmental Disabilities—Basic Support
Director,
Developmental Disabilities Office
Office of Human Development
330 C Street, S. W.
Washington, D. C. 20201
(202) 245-8189

** Developmental Disabilities—Special Projects
(Same as Above)

** Developmental Disabilities—Demonstration Facilities and Training
(Same as Above)

** Child Welfare Services
Director
Division of Programs
Public Services Administration
Social and Rehabilitation Service
Department of Health,
Education, and Welfare
330 C Street, S. W.
Washington, D. C. 20201
(202) 245-9237

** Medical Assistance Program
Commissioner,
Medical Services Administration
Social Rehabilitation Service
Department of Health,
Education, and Welfare
330 C Street, S. W.
Washington, D. C. 20201
(202) 245-0375

** Community Service Training Grants
Public Service Administration
Social and Rehabilitation Service
330 C Street, S. W.
Washington, D. C. 20201
(202) 245-1724

** Work Incentive Program—Child Care—Employment Related Supportive Services
Executive Director,
National Coordination Committee
Work Incentive Program
Washington, D. C. 20213
(202) 376-6694
--- or ---
Executive Director,
Office of WIN
Social and Rehabilitation Service
Department of Health,
Education, and Welfare
Washington, D. C. 20201
(202) 376-6694

** Title XX—Social Services
Public Service Administration
Social and Rehabilitation Service
330 C Street, S. W.
Washington, D. C. 20201
(202) 245-8717

** Public Assistance—Maintenance Assistance
Chief,
Office of Public Information
Social and Rehabilitation Service
Department of Health,
Education, and Welfare
Washington, D. C. 20201
(202) 245-0381

** Public Assistance Research
Associate Administrator,
Office of Planning, Research,
and Evaluation
Social and Rehabilitation Service
Department of Health,
Education, and Welfare
330 C Street, S. W.
Washington, D. C. 20201
(202) 245-0371
--- or ---
Office of Research and Statistics
Social Security Administration
P. O. Box 2361
Baltimore, Maryland 21203

** Social Security— Disability Insurance
Bureau of Disability Insurance
Room 7200
Dickinson Tower Building
1500 Woodlawn Drive
Baltimore, Maryland 21241
(301) 953-3600

** Social Security— Retirement Insurance
Bureau of Retirement
and Survivors Insurance
Room 500
Social Security Administration
6401 Security Boulevard
Baltimore, Maryland 21235
(301) 594-1900

** Social Security— Survivors Insurance
(Same as Above)

** Supplemental Security Income
Bureau of Supplemental
Security Income
Social Security Administration
108 West High-Rise
Baltimore, Maryland 21235
(301) 934-2506

** Research for Mothers and Children
Chief,
Office of Grants and Contracts
National Institute of Child
Health and Human Development
Bethesda, Maryland 20014
(301) 496-5001

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

** Community Development Block Grant Program
Office of Assistance Secretary for
Community Planning and Development
Department of Housing and
Urban Development
451 7th Street, S. W.
Washington, D. C. 20410
(202) 755-6270

DEPARTMENT OF THE INTERIOR

** Indian Agricultural Extension
Program of Agricultural Extension
Division of Tribal Planning Services
Bureau of Indian Affairs
1951 Constitution Avenue, N. W.
Washington, D. C. 20245
(202) 343-8427

** Indian Education — Dormitory Operations
Office of Indian Education Programs
Bureau of Indian Affairs
1951 Constitution Avenue, N. W.
Washington, D. C. 20245
(202) 343-7387

** Indian Social Services — Child Welfare Assistance
Division of Social Services
Office of Indian Services
Bureau of Indian Affairs
1951 Constitution Avenue, N. W.
Washington, D. C. 20245
(202) 343-7911

** Indian Education — School Operation Contracts with Indian Tribes
Office of Indian Education Programs
Bureau of Indian Affairs
1951 Constitution Avenue, N. W.
Washington, D. C. 20245
(202) 343-2175

** Indian Education — Federal Schools
(Same as Above)

** Indian Education — Educational Assistance Contracts
(Same as Above)

** Indian Social Services — General Assistance
Division of Social Services
Office of Indian Services
Bureau of Indian Affairs
1951 Constitution Avenue, N. W.
Washington, D. C. 20245
(202) 343-7911

** Indian Education — Colleges and Universities
Office of Indian
Education Programs
Indian Education Resource Center
Division of Continuing Education
123 4th Street, S. W.
P. O. Box 1788
Albuquerque, New Mexico 87103
(505) 766-2604

DEPARTMENT OF JUSTICE

** Public Education on Drug Abuse — Technical Assistance
Director,
Office of Public Affairs
Attention: Chief,
Prevention Programs
Drug Enforcement Administration
1405 I Street, N. W.
Washington, D. C. 20537
(202) 382-4065

** Desegregation of Public Education
Chief, Education Section
Civil Rights Division
Department of Justice
Washington, D. C. 20530
(202) 739-4092

** National Institute of Corrections
Director,
National Institute of Corrections
320 First Street, N. W.
Washington, D. C. 20534
(202) 724-3106

** Law Enforcement Assistance — Improving and Strengthening Law Inforcement and Criminal Justice
Assistant Administrator
Office of Regional Operations
Law Enforcement Assistance Administration
Department of Justice
Washington, D. C. 276-3631

** **Law Enforcement Assistance Administration—— Juvenile Justice and Delinquency Prevention Special Emphasis Prevention and Treatment**
Deputy Assistant for Operations
Office of Juvenile Justice
and Delinquency Prevention
Law Enforcement Assistance
Administration
U. S. Department of Justice
Washington, D. C. 20531
(202) 376-3791

** **Law Enforcement Assistance Juvenile and Delinquency Prevention—— Allocation to States**
(Same as Above)

** **Law Enforcement Assistance Administration— The National Institute for Juvenile Justice and Delinquency Prevention**
Director,
National Institute for Juvenile
Justice and Delinquency
Prevention
Law Enforcement Assistance
Administration
Department of Justice
Washington, D. C. 20531
(202) 376-3791

DEPARTMENT OF LABOR

** Apprenticeship Outreach
Director,
Office of National Programs
Manpower Administration
Department of Labor
Washington, D. C. 20213
(202) 376-6093

** Apprenticeship Training
Bureau of Apprenticeship Employment
and Training Administration
U. S. Department of Labor
Washington, D. C. 20213
(202) 376-6585

** Employment Service
Director,
Programs and Management
Services Staff
United States Employment Service
Manpower Administration
U. S. Department of Labor
Washington, D. C. 20213
(202) 376-6292

** Work Incentive Programs
Executive Director,
Office of WIN
Social and Rehabilitation Service
Department of Health,
Education, and Welfare
Washington, D. C. [illegible]
(202) 376-[illegible]
—— or ——
Executive Director,
National Coordination Committee
Work Incentive Program
Department of Labor
Washington, D. C. 20213
(202) 376-6694

** National On-the-Job Training
Director,
Office of National Programs
Employment and Training
Administration
U. S. Department of Labor
601 D Street, N. W.
Washington, D. C. 20213
(202) 376-6012

** Job Corps
Director,
Job Corps
Employment and Training
Administration
Department of Labor
601 D Street, N. W.
Washingotn, D. C. 20212
(202) 376-6695

** Work Experience and Career Exploration
Chief,
Child Labor Branch
Wage-Hour Division
Department of Labor
200 Constitution Avenue, N. W.
(202) 523-7172

** Comprehensive Employment and Training Programs
Employment and Training
Administration
U. S. Department of Labor
601 D Street, N. W.
Washington, D. C. 20213
(202) 376-6366

DEPARTMENT OF TRANSPORTATION

** Boating Safety
Commandant (G-BAU)
U. S. Coast Guard Headquarters
Department of Transportation
400 7th Street, S. W.
Washington, D. C. 20590
(202) 426-1079

** Youth Highway Safety Advisory Committee
Administrator,
National Highway Traffic
Safety Administration
Department of Transportation
400 7th Street, S. W.
Washington, D. C. 20590
(202) 426-1836

** State and Community Highway Safety
Associate Administrator,
Traffic Safety Programs
National Highway Traffic
Safety Administrator
Washington, D. C. 20590
(202) 426-0837
--- or ---
Director,
Office of Highway Safety
Federal Highway Administration
Washington, D. C. 20590
(202) 426-1153

APPALACHIAN REGIONAL COMMISSION

** Appalachian Vocational Education Facilities and Operations
Executive Director,
Appalachian Regional Commission
1666 Connecticut Avenue, N. W.
Washington, D. C. 20235
(202) 673-7874

** Appalachian Child Development

(Same as Appalachian Vocational
Education Facilities and Operations)

CIVIL SERVICE COMMISSION

** Federal Employment for Disadvantaged Youth— Part-Time and Vocation
Office of Youth Employment Programs
Staffing Resources Division
Bureau of Recruiting and Examining
United States Civil Service Commission
Washington, D. C. 20415
(202) 632-5677

** Federal Employment for Disadvantaged Youth— Summer
(Same as Above)

** Federal Summer Employment
Director,
Federal Job Information Center
U. S. Civil Service Commission
1900 E. Street, N. W.
Washington, D. C. 20415
(202) 632-6080

LIBRARY OF CONGRESS

** Books for the Blind and Physically Handicapped
Division for the Blind and Physically Handicapped
Library of Congress
1291 Taylor Street, N. W.
Washington, D. C. 20542
(202) 882-5500

NATIONAL FOUNDATION ON THE ARTS AND THE HUMANITIES

** Promotion of the Arts— Education
Director of Education Programs
National Endowment for the Arts
Washington, D. C. 20506
(202) 634-6028

** The Artists-in-Schools Program
(Same as Above)

** Expansion Arts Program
Director,
Expansion Arts Program
National Endowment for the Arts
Washington, D. C. 20506
(202) 634-6010

** Promotion of the Humanities— Education
Assistant Director for
Education Projects
National Endowment for the
Humanities
Washington, D. C. 20506
(202) 382-7081

** Promotion of the Humanities— Youth Grants in the Humanities
Youth Grants in the Humanities
National Endowment for
the Humanities
Washington, D. C. 20506
(202) 382-8301

NATIONAL SCIENCE FOUNDATION

** Science Education Improvement
Assistant Director,
Education National Science Foundation
1800 G Street, N. W.
Washington, D. C. 20550
(202) 282-7922

COMMUNITY SERVICES ADMINISTRATION

** Community Action
Associate Director for Operations
Community Services Administration
1200 19th Street, N. W.
Washington, D. C. 20506
(202) 254-6110

PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED

** Handicapped Employment Promotion
Executive Director,
President's Committee on the Employment of the Handicapped
Constitution Avenue and 14th Street, N. W.
Washington, D. C. 20210
(202) 961-3401

SMITHSONIAN INSTITUTION

** Smithsonian Institution Programs in Basic Research and Public Education
Smithsonian Institution
100 Jefferson Drive, S. W.
Washington, D. C. 20506
(202) 381-6484

** Educational Services—Elementary and Secondary Education
Education Program Coordinator
Office of Elementary and Secondary Education
Smithsonian Institution
Washington, D. C. 20506

NATIONAL GALLERY OF ART

** National Gallery of Art Extension Service
Extension Service
National Gallery of Art
Washington, D. C. 20565
(202) 737-4215

VETERANS ADMINISTRATION

** Compensation for Service-Connected Deaths for Veterans Dependents
Veterans Administration
941 North Capitol Street, N. E.
Washington, D. C. 20420
(202) 872-1151

** Pension to Veteran Widows or Widowers and Children
(Same as Above)

** Veterans Dependency and Indemnity Compensation for Service-Connected Death
(Same as Above)

** Dependents Educational Assistance
(Same as Above)

ACTION

** The Foster Grandparents Program
Director,
The Foster Grandparents Program
ACTION
806 Connecticut Avenue, N. W.
Washington, D. C. 20525
(202) 254-7310

** National Student Volunteer Program
National Student Volunteer Program
Action Education Programs
ACTION
806 Connecticut Avenue, N. W.
Washington, D. C. 20525
(202) 254-8370
--- or ---
TOLL FREE: (800) 424-8580
Extension 38 or 89

** The Youth Challenge Program
Deputy Director,
ACTION Education Programs
Domestic and
Anti-Poverty Operations
ACTION
806 Connecticut Avenue, N. W.
Washington, D. C. 20525
(202) 254-8363

FEDERAL AGENCY REGIONAL OFFICES - Regional Boundries

Region I
(Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)

Region II
(New Jersey, New York, Puerto Rico, Virgin Islands)

Region III
(District of Columbia, Delaware, Maryland, Pennsylvania, Virginia, West Virginia)

Region IV
(Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee)

Region V
(Iowa, Kansas, Missouri, Nebraska)

Region VI
(Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin)

Region VII
(Arkansas, Louisiana, New Mexico, Oklahoma, Texas)

Region VIII
(Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming)

Region IX
(Arizona, California, Hawaii, Nevada, Guam)

Region X
(Alaska, Idaho, Oregon, Washington)

Health, Education and Welfare

Region I
John F. Kennedy Federal Building
Government Center
Boston, Massachusetts
(617) 223-6831

Region II
26 Federal Plaza
New York, New York 10007
(212) 264-4600

H. E. W. (continued)

Region V
300 South Wacker Drive
Chicago, Illinois 60606
(312) 353-5160

Region VI
1114 Commerce Street
Dallas, Texas 75202
(214) 749-3396

Region VII
601 East 12th Street
Kansas City, Missouri 64106
(816) 374-3436

Region VIII
Federal Office Building
1961 Stout Street
Denver, Colorado 80202
(303) 837-3373

Region IX
Federal Office Building
50 Fulton Street
San Francisco, California 94102
(415) 556-6746
Region X
Arcade Plaza Building
1321 Second Avenue
Seattle, Washington 98101
(206) 442-0420

Housing and Urban Development

Region I
John F. Kennedy Building
Government Center
Boston, Massachusetts 02203
(617) 223-4066

Region II
26 Federal Plaza
New York, New York 10007
(212) 264-8068

Region III
Curtis Building
625 Walnut Street
Philadelphia, Pennsylvania 19106
(215) 597-2560

Region IV
Pershing Point Plaza
Room 211
1371 Peachtree Street, N. E.
Atlanta, Georgia 30309
(404) 526-5585

Region V
300 South Wacker Drive
Chicago, Illinois 60606
(312) 353-5680

Region VI
Earle Cabell Federal Building
U. S. Courthouse
1100 Commerce Street
Dallas, Texas 75202
(214) 749-7401

RegionVII
300 Federal Office Building
911 Walnut Street
Kansas City, Missouri 64106
(816) 374-2661

Region VIII
Federal Building
1961 Stout Street
Denver, Colorado 80202
(303) 837-4881

H. U. D. (continued)

Region IX
450 Golden Gate Avenue
San Francisco, California 94102
(415) 556-4752

Region X
Arcade Plaza Building
1321 Second Avenue
Seattle, Washington 98101
(206) 442-5415

Department of Justice

Region I
147 Milk Street
Boston, Massachusetts 02109
(617) 223-4671

Region II
Federal Office Building
26 Federal Plaza
New York, New York 10007
(212) 264-9196

Region III
325 Chestnut Street
Philadelphia, Pennsylvania 19106
(215) 597-0807

Region IV
730 Peachtree Street, N. E.
Atlanta, Georgia 30308
(404) 526-5868

Region V
O'Hare Office Center
3166 Des Plaines Avenue
Des Plaines, Illinois 60018
(312) 353-1203

Region VI
500 South Ervay Street
Dallas, Texas 75201
(214) 749-7211

Region VII
436 State Avenue
Kansas City, Kansas 66101
(816) 374-4501

Region VIII
Federal Building
1961 Stout Street
Denver, Colorado 80202
(303) 837-2456

Region IX
1860 El Camino Real
Burlingame, California 94010
(415) 697-4046

Region X
130 Andover Building
Seattle, Washington 98188
(206) 442-1170

Department of Labor

Region I
John F. Kennedy Building
Government Center
Boston, Massachusetts 02203
(617) 223-4648

Region II
1515 Broadway
New York, New York 10036
(212) 971-5477

Region III
P. O. Box 13716
3535 Market Street
Philadelphia, Pennsylvania 19101
(215) 597-6492

Region IV
50 Seventh Street, N. E.
Atlanta, Georgia 30323
(404) 526-5817

Department of Labor (Continued)

Region III
P. O. Box 8796
Philadelphia, Pennsylvania 19101
(215) 597-6344

Region IV
1371 Peachtree Street, N. E.
Atlanta, Georgia 30309
(404) 526-5411

Region V
230 South Dearborn Street
Chicago, Illinois 60604
(312) 353-4132

Region VI
555 Griffin Square Building
Griffin & Young Streets
Dallas, Texas 75202
(214) 749-2841

Region VII
Federal Building
911 Walnut Street
Kansas City, Missouri 64106
(816) 374-3796

Region VIII
Federal Office Building
1961 Stout Street
Denver Colorado 80202
(303) 837-4477

Region IX
Federal Building
450 Golden Gate Avenue
San Francisco, California 94102
(415) 556-7414

Region X
Federal Building
909 First Avenue
Seattle, Washington 98174
(206) 442-7700

CHILD ABUSE RESOURCE CENTERS

The National Center on Child Abuse and Neglect, has established fourteen resource projects around the country. The Center, housed in the Department of Health, Education and Welfare's Office of Child Development, established these projects to provide technical assistance to professional, agencies, and community persons in child abuse and neglect.

(Connecticut, Maine,
Massachusetts, New Hampshire,
Rhode Island, Vermont)
New England Resource Center for
Protective Services
Judge Baker Guidance Center
295 Longwood Avenue
Boston, Massachusetts 02115
(617) 232-8390

(New Jersey, Puerto Rico,
Virgin Islands)
Protective Services Resources
Institute
Department of Pediatrics
Rutgers Medical School
Piscataway, New Jersey 08854
(201) 564-4314

(District of Columbia, Delaware,
Pennsylvania, Virginia,
West Virginia)
Child Abuse/Neglect Resource
Program
Howard University Institute
for Urban Affairs and
Research
P. O. Box 191
Washington, D. C. 20059

(Alabama, Florida, Georgia,
Kentucky, Mississippi,
South Carolina, Tennessee
Regional Institute for Social
Welfare Research
University of Georgia
Tucker Hall
Athens, Georgia 30601
(404) 542-7614

(Iowa, Kansas, Missouri,
Nebraska)
Regional Resource Center on
Child Abuse and Neglect
Institute of Child Behavior
and Development
University of Iowa
Iowa City, Iowa 52242
(319) 353-4825

(Illinois, Indiana, Michigan,
Minnesota, Ohio, Wisconsin)
University of Wisconsin
School of Social Work
Milwaukee, Wisconsin 53201
(414) 963-4184

(Arkansas, Louisiana,
New Mexico, Oklahoma,
Texas)
Regional Resource Center
on Child Abuse and Neglect
Graduate School of Social Work
University of Texas
2609 University
Austin, Texas 78712
(512) 471-4067

(Colorado, Montana,
North Dakota, South Dakota,
Utah, Wyoming)
National Center for the
Prevention and Treatment
of Child Abuse and Neglect
University of Colorado
Medical Center
1205 Oneida
Denver, Colorado 80220
(303) 321-3963

(California, Hawaii,
Nevada, Guam)
Department of Special Education
California State University
5151 State University Drive
Los Angeles, California 90032
(213) 224-3746

(Alaska, Idaho,
Oregon, Washington)
Northwest Federation for
Human Services
P. O. Box 2526
Boise, Idaho 83701
(208) 345-6880

(Arizona)
Arizona Community Development
for Abuse and Neglect
Department of Economic Security
P. O. Box 6123
Suite 942-C
Phoenix, Arizona 85005
(602) 271-4773

(Maryland)
HELP Resource Project
Maryland Department of
Employment and Social
Services
1100 North Eutaw Street
Baltimore, Maryland 21201
(301) 383-5564

(New York)
Resource Developmment-Child
Abuse and Neglect Project
Department of Human Development
Cornell University
Ithaca, New York 14853
(607) 256-7794

(North Carolina)
Statewide Program for
Maltreated Children
University of North Carolina
Department of Pediatrics
Chapel Hill, North Carolina 27514
(919) 966-2461

The following free newsletters may be obtained regarding child abuse and neglect:

Parents Anonymous Frontiers
2810 Artesia Boulevard
Redondo Beach, California 90278

National Child Protection Newsletter
National Center for Prevention and
Treatment of Child Abuse
and Neglect
University of Colorado
Medical Center
1001 Jasmine Street
Denver, Colorado 80220

Caring
The National Committee for the
Prevention of Child Abuse
111 East Wacker Drive
Suite 510
Chicago, Illinois 60601

The Department of Health, Education and Welfare's Public Services Administration (formerly the Community Services Administration) awarded a grant to Dr. Norman A. Polansky to compile the data for the publication, Child Neglect: An Annotated Bibliography.
Research Grant No. 90-P-56015/5 Publication No. (SRS) 76-23041
To secure a copy of the publication, write to the Director, Public Service Administration, Social and Rehabilitation Service, Department of Health, Education and Welfare, 330 "C" Street, S. W., Washington, D. C. 20201.

CHILD ABUSE

The following national direct service organizations offer both help to troubles families and volunteer opportunities:

Parents Anonymous
2810 Artesia Boulevard
Redondo Beach, California 90278
Toll Free: California (800)352-0368
Outside California (800) 4210353

Parents Anonymous is a self-help group for parents with over 450 chapters in over 300 cities. Parents Anonymous chapters provide immediate help for both abusive parents and for parents who feel they may abuse their children.

Salvation Army Territorial Offices
Eastern Territory
120 West 14th Street
New York, New York 10011
(212) 620-4900

Southern Territory
1424 N. E. Espressway
Atlanta, Georgia 30329
(404) 321-7870

Western Territory
30840 Hawthorne Boulevard
Ranch Palos Verdes,
California 90274
(213) 541-4721

Central Territory
860 North Dearborn Street
Chicago, Illinois 60610
(312) 44-4600

The national office does not identify child abuse as a specific problem area, but several local units have begun services especially for abused children and their families.

Big Brothers of America
220 Suburban Station Building
Philadelphia, Pennsylvania 19103
(215) LO7-2748

Big Sisters of America
224 Suburban Station Building
Philadelphia, Pennsylvania 19103
(215) LO7-2775

Both programs are acutely aware of the problems faced by families under stress, and both programs place overwhelming emphasis on the single parent home.

Mental Health Clearinghouse
National Institute of Mental Health
Alcohol, Drugs, and Mental Health Administration
5600 Fishers Lane
Rockville, Maryland 20852
(301) 443-4515

The Clearinghouse publishes pamphlets covering a wide variety of mental health subjects. There are over 600 federally funded facilities, and each works to meet the needs of its own community.

National Center on Child Abuse and Neglect
Office of Child Development
Department of Health, Education
and Welfare
P. O. Box 1182
Washington, D. C. 20013
(202) 755-0587

The Center will provide the name and address of the project director for each regional Child Abuse Resource Center, the regional Office of Child Development chils abuse specialist, and any other funded child abuse programs within your community.
The Center's primary responsibility is to administer Federal funds for the identification, prevention, and treatment of child abuse. The Center funds regional resource centers that provide training and technical assistance to the states within their region, and funds over 30 demonstration projects that test the effectiveness of different child abuse service projects.

National Center for Voluntary Action
Technical Services Division
1785 Massachusetts Avenue, N. W.
Washington, D. C. 20036
Toll free (800) 424-8630

The Center provides a packet of materials, "Volunteers in Child Abuse Prevention Programs," which are available to professionals who have either incorporated volunteers into their program or who would like to, and for volunteer program directors.

Child Welfare League of America
Information Services
67 Irving Place
New York, New York 10003
(212) 254-7410

The League is a federation of child welfare agencies, and is the only privately supported, standard-setting agency in child welfare. Its library/information service provides information on child welfare, including child abuse.

National Center for the Prevention and Treatment
of Child Abuse and Neglect
Department of Pediatrics
University of Colorado Medical Center
1205 Oneida Street
Denver, Colorado 80220
(303) 321-3963

The Center emphasizes the development of innovative treatment programs for the abused child and family. Training programs, technical assistance and consultation services are part of their services.

The following programs are not national in scope. They will send materials upon request, some charging a small amount to cover mailing costs. These specialized programs were listed by the National Committee for Prevention of Child Abuse in their pamphlet on child abuse.

Hospital-based Programs

Vincent J. Fontana, M. D.
New York Foundling Hospital Center for Parent and Child Development
1175 Third Avenue
New York, New York 10021
(212) 879-2200
Pracital Approach to Management of Child Maltreatment (cost $2)

Eli Newberger, M. D.
Children's Hospital Medical Center
3000 Longwood Avenue
Boston, Massachusetts 02115
(617) 6000

Hot Lines

CALM (Child Abuse Listening Mediation, Inc.)
P. O. Box 718
Santa Barbara, California 93102
(805) 963-1115
General Information Packet (costs $1)

Parental Stress Hotline
P. O. Box 285
Palo Alto, California 94302
(415) 327-3333
How to Start a Parental Stress Hotline (cost $2)

Citizens Committee for Children and Paernts Under Stress, Inc.
500 South Clinton Street
Chicago, Illinois 60607
(312) 427-1161
General Information Packet (costs $1)

Lay Therapy and Homemaker Program

SCAN (Suspected Child Abuse and Neglect)
4313 West Markham
Hendrix Hall
Little Rock, Arkansas 72201
(501) 644-9350
General Information Packet (costs $1)

Military

Army Child Advocacy Program
Vice Chairman,
Case Management Commander USAH
MEDDAC
Ft. Cambell, Kentucky 42223
Attention: Major Wayne A. St. Pierre
(502) 798-2316

State Department of Public Welfare
Project CARE
P. O. Box 66
Social Work Service
Brooke Army Medical Center
Fort Sam Houston, Texas 78234
(512) 221-6241

Educational Programs

Project PROTECTION
Montgomery County Public Schools
850 North Washington Street
Rockville, Maryland 20850
(301) 424-2848

SCAN (School and Community for Abused and Neglected Children)
Community School District 18
755 East 100th Street
Brooklyn, New York 11236
(212) 257-7500
General Information Packet (costs $1)

National Committee for the Prevention of Child Abuse
Suite 510
111 East Wacker Drive
Chicago, Illinois 60601

The Committee is the only publicly supported, non-profit, national organization that focuses on the preventive aspects of child abuse.

The following is a list of publication available from the Committee:

Prevent Child Abuse, a pamphlet. Costs ten cents. Stock No. P76-100

A Look at Child Abuse, a booklet with fundamental information. Costs $1. Stock No. B-76-999

Child Abuse and Neglect: Model Legislation for the States, Suggested legislation. Costs $3. Stock No. B-76-100

The following publications relate to manpower mobilization and employment programs, and are available from the U. S. Government Printing Office. In order to secure these volumes, it is best to contact your Representative or U. S. Senator.

Index of Publications of the Manpower Administration, Cumulative index of publications (many free) issued by the Manpower Administration. Materials on topics such as youth programs, minority gorups, outreach and training, and counseling. Inquiries regarding this volume may be directed to the Manpower Administration, Department of Labor, Washington, D. C. 20213.

Seminar on Preparing the Disadvantaged for Jobs: A Planning Handbook, Catalogue No. HE 5.2120120.

Youth Resources Manual for Coordinators. Catalogue No. GPO 1971 0-436-363(2424).

Breakthrough for Disadvantaged, This volume presents the results of evaluation of 55 experimental and demonstration youth projects conducted under the Manpower Development and Training Act. Published in 1967, this volume is the result of "Operation Retrieval" of the Office of Manpower Policy during the Johnson "War on Poverty".

Summer Youth Employment Guide, Experimental and Demonstration Findings #10, 1971. Description of Center for Urban Programs of St. Louis University.

What Vocational Education Teachers and Counselors Should Know About Urban Disadvantaged Youth, Catalogue No. 1780-0848. Summary of concepts for those working with inner-city youth.

Essays on Career Education, Stock No. 1780-01147.

The following booklets are available from the Director, Office of Youth Development, Department of Health, Education, and Welfare, 200 Independence Avenue, S. W., Washington, D. C. 20201:

Better Tomorrows, Image, Improving Justice for Juveniles, The Legal Status of Runaway Children, Strategies for Restructuring the State Department of Youth Services, Your Legal Rights and Responsibilities, and Youth Participation: A Source Catalogue.

The following publications are reports made possible by various departments of the Federal government. In securing these publications on Runaway Youth, it is best to request the publication directly from the originating agency with a carbon copy of your request being sent to your Representative or one of your Senators.

An Adjustment to Get a Clear Image (Focus Runaway House, Las Vegas). Bill Gang. Department of HEW, Office of Human Development, OYD-SRS 73-26035. 1973.

The Challenge of Crime in a Free Society. The President's Commission on Law Enforcement and Administration of Justice, Department of Justice. 1967.

Diversion from the Criminal Justice System. National Institute of Mental Health, Center for Studies of Crime and Delinquency. 1971.

Diverting Youth from the Correctional System. Ferster, Courtless, Snethen, et. al. Department of HEW, Social and Rehabilitative Services- Youth Development and Delinquency Prevention Administration. 1971.

Family Planning: An Analysis of Laws and Policies in the United States. Department of HEW, Publication No. (HSA) 74-16001. 1974.

Instead of Court- Diversion in Juvenile Justice. Edwin Lemert, National Institute on Mental Health, Center for Studies of Crime and Delinquency, Public Health Service Publication No. 2127. 1971.

Intake Screening Guides- Improving Justice for Juveniles. Department of HEW, Office of Human Development, Office of Youth Development. 1975.

The Legal Status of Runaway Children, Herbert Beaser, J. D., Department of HEW, Office of Human Development, Office of Youth Development. 1975.

Model Acts for Family Courts and State-Local Children's Programs. Sheridan and Beaser, Department of HEW, Office of Human Development, Office of Youth Development. 1975.

Runaway Youth. Hearings before Subcommittee to Investigate Juvenile Delinquency of the Committee on Judiciary, U. S. Senate, January 13-14, 1972.

Task Force Report: Juvenile Delinquency and Youth Crime. The President's Commission on Law Enforcement and Administration of Justice, Department of Justice. 1967.

Youth Service Bureaus and Delinquency Prevention. Herbert Beaser, J.D., Youth Development and Delinquency Prevention Administration, Social and Rehabilitative Service, Department of HEW. Publication No. (SRS) 73-26022. 1973.

The following represents resources in the are of Mental Health. The National Institute for Mental Health is a prime source of information in addition to these publications.

Judith Blanton and Sam Alley, Program Development: A Manual for Organizational Self-Study, Report of the National Institute of Mental Health, Contract No. HMS-42-72-143. October, 1975

Comptroller General of the United States, Report to the Congress: Need for More Effective Management of Community Mental Health Program, August 27, 1974.

Norman L. Farberow, Bibliography on Suicide and Suicide Prevention 1897-1967, National Institute of Mental Health, Public Health Service Publication No. 1969.

Raymond M. Glasscote, et. al., The Alternative Services: Their Role in Mental Health, Joint Information Service, American Psychiatric Association and National Association for Mental Health. 1975.

Beth Jacobs, Training Manual for Counseling Skills, National Drug Abuse Center. 1973.

National Institute on Drug Abuse, Effective Coordination of Drug Abuse Programs: A Guide to Community Action, Department of HEW Publication No. ADM 74-119. 1973.

Richard Redish, Ph.D., Harold Goldsmith, Ph.D., NIMH Mental Health Statistics---1970 Census Data Used to Indicate Areas with Different Potential for Mental Health Related Problems, Department of HEW Publication No. ADM 75-179. 1971

Beatrice Rosen, A Model for Estimating Mental Health Needs Using 1970 Census Socio-Economic Data, Department of HEW Publication No. ADM 75-167, 1974.

Office of Youth and Student Affairs, Office of the Secretary, HEW, "A General Survey of Free Clinics as Alternatives to Existing Health Care Institutions." 1972.

Francine Sobey, Volunteer Services in Mental Health: An Annotated Bibliography 1955-1969, National Institute of Mental Health Publication No. 1002.

U. S. Senate Subcommittee on Children and Youth, Committee on Labor and Public Welfare, Hearings on Youth Crisis Services held in Minneapolis, Minnesota, June 17, 1972.

Youth Development and Delinquency Program, Hotline for Youth, Department of Health, Education, and Welfare Publication No. DHEW (SRS) 72-26006.

For further information about Operation Threshold, write Operation Threshold, United States Jaycees, Post Office Box 7, Tulsa, Oklahoma 74102, Telephone (918) 584-2481. Ask about their publication, The First Grassroots Manual on the Prevention of Alcohol Problems.

Drinking Myths

A guided tour through folklore, fantasy, humbug & hogwash

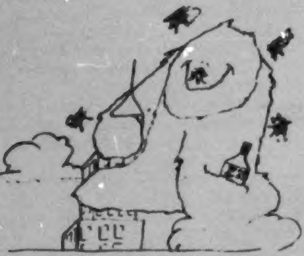
By Operation THRESHOLD
United States Jaycees

Why bother to de-bunk a bunch of harmless myths about drinking? Because they're not so harmless.

For instance? If a guy thinks it's okay to smash down 8 or 10 beers every night because "it's only beer" . . . he could develop a serious drinking problem without even knowing it.

We have nine million alcoholic Americans. It's become a national plague. Yet in some other societies, where they don't share our misconceptions about drinking, alcoholism is rare.

So the more we know about drinking, the better we can handle it. The better we can decide whether, where, when, why, how much, and with whom to drink.



The really serious problem in our society is drug abuse. Right. And our number one drug problem is alcohol abuse. About 300,000 Americans are addicted to heroin. But about 9,000,000 are addicted to alcohol. It's not even close.

"I drive better after a few drinks." In most states, the legal definition of "driving under the influence" is a blood alcohol level of 0.10%. But scientific tests have proven that even professional drivers' abilities diminish sharply at levels as low as 0.03% to 0.05% . . . just a few drinks. Not only that, but judgment is affected, too. So people think they're driving better than ever while they're really driving worse.

All that publicity about drinking and driving is . . . True. At least half the fatal highway accidents involve drinking.

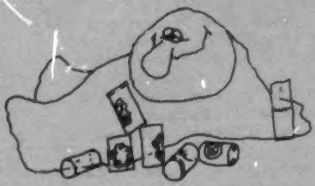
Alcohol is a stimulant. It's about as good a stimulant as ether. Alcohol acts as a depressant on the central nervous system.

Very few women become alcoholic. In the 1950's, there were 5 or 6 alcoholic men to every woman. Now the ratio is about 3 to 1. Evidently this is one area where women's liberation is catching on too well.

People are friendlier when they're drunk. Maybe. But they're also more hostile, more dangerous, more criminal, more homicidal and more suicidal. Half of all murders are alcohol-related. And one third of all suicides.

People get drunk . . . or sick . . . from switching drinks. That shouldn't really make much difference. What usually causes an adverse reaction to alcohol is drinking too much.

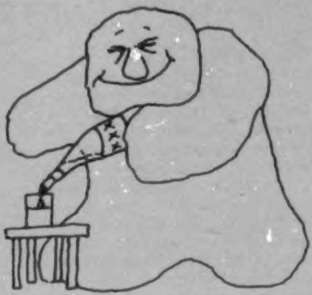
It's rude to refuse a drink. Nonsense. What's rude is trying to push a drink on someone who doesn't want it or shouldn't have it.



"Ya gotta hand it to Joe. He can really hold his liquor." Don't envy Joe. Often the guy who can hold so much is developing a "tolerance" for alcohol. And tolerance can be a polite word for need.

Your kids will learn what you tell them about drinking. Ha ha. Your kids will learn what you show them about drinking. If you drink heavily; if you get drunk; the chances are your kids will follow the same example.

People who drink too much hurt only themselves. And their families. And their friends, and their employers, and strangers on the highway. And you.



A good host never lets a guest's glass get empty. There's nothing hospitable about pushing alcohol or any other drug. A good host doesn't want his guests to get drunk or sick. He wants them to have a good time . . . and remember it the next day.

It's impolite to tell a friend he's drinking too much. Maybe if we weren't all so "polite," we wouldn't have so many friends with drinking problems.

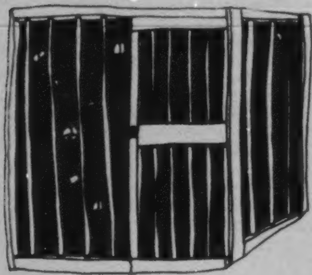
A few drinks can help you unwind and relax. Maybe. But if you use alcohol like a medicine, it's time to see your doctor.

"What a man! Still on his feet after a whole fifth." When we stop thinking it's manly to drink too much, we have begun to grow up. It's no more manly to over-drink than it is to over-eat.

If the parents don't drink, the children won't drink. Sometimes. But the highest incidence of alcoholism occurs among offspring of parents who are either teetotalers . . . or alcoholic. Perhaps the "extremism" of the parents' attitudes is an important factor.

You're not an alcoholic unless you drink a pint a day. There's no simple rule of thumb. Experts have concluded that how much one drinks may be far less important than when he drinks, how he drinks and why he drinks.

Alcoholism is just a state of mind. It's more than that. It's a very real illness, and there is scientific evidence that physiological dependence is involved.



The "Drunk Tank" is a good cure for alcoholism. Nonsense. Alcoholism is an illness, and can be treated successfully. We don't jail people for other illnesses. Why for alcoholism?

The first round should be a "double" to break the ice. Breaking the ice is a job for a good host or hostess . . . not for a bottle. You must have more to "give" your guests than just alcohol.

Mixing your drinks causes hangovers. The major cause of hangovers is drinking too much. Period

Most alcoholics are skid row bums. Only 3% to 5% are. Most alcoholic people (about 70%) are married, employed, regular people. All kinds of people.

Drinking is a sexual stimulant. Contrary to popular belief, the more you drink, the less your sexual capacity. Alcohol may stimulate interest in sex, but it interferes with the ability to perform.

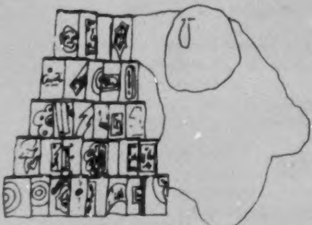
The time to teach kids about drinking is when they reach legal age. By that time, they've long since learned what we can teach them. Like it or not, we teach our kids from birth. And they learn more from what they see us do than from what they hear us tell them.

Give him black coffee. That'll sober him up. Sure, in about five hours. Cold showers don't work either. Only time can get the alcohol out of the system, as the liver metabolizes the alcohol. Slowly. There's no way to hurry it.

Indians can't drink. Some can, some can't. Just like Caucasians.

"I'm just a social drinker." Just because you never drink alone doesn't mean you can't have a drinking problem. Plenty of "social drinkers" become alcoholic.

Drug? Drug. Alcohol is a drug, all right. If you don't believe it, ask your doctor.



"It's only beer." Sure. Just like it's only bourbon, or vodka or gin. One beer or one glass of wine is about equal to one average "highball." The effect might be a little slower, but you'll get just as drunk on beer or wine as on "hard" liquor.

Today's kids don't drink. Sorry, but the generation gap is greatly exaggerated. The kids' favorite drug is the same as their parents' favorite: alcohol. And drinking problems are rising among the young.

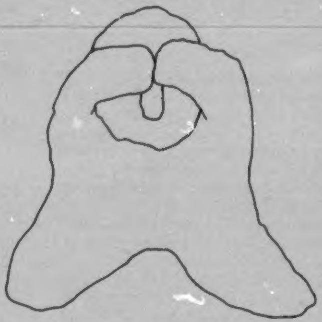
Most alcoholic people are middle-aged or older. A University of California research team has found that the highest proportion of drinking problems is among men in their early twenties. The second highest incidence occurs among men in their 40's and 50's.

Thank God my kid isn't on drugs! If he's hooked on drinking, he's on drugs. With nine million Americans dependent on alcohol, it's time we stopped pretending it isn't a drug.

Most skid row bums are alcoholics. No. See? You just can't count on stereotypes. A recent study found that less than half the derelicts on skid row had drinking problems.

Jews don't drink. Some do, some don't.

The best cure for a hangover is . . . Everybody has his favorite. But they all have one thing in common: They don't work. What works? Preventive medicine. If you don't drink too much, you won't get a hangover.



"I don't know any alcoholics." Maybe you just don't know you know any alcoholics. Some of your best friends may have drinking problems. They don't seem "different." And they usually try to hide their illness, even from themselves. About 1 of every 10 executives has a drinking problem.

Getting drunk is funny. Maybe in the old Charlie Chaplin movies . . . but not in real life. Drunkenness is no funnier than any other illness or incapacity.

Never trust a man who never takes a drink. You know that's silly. Yet many of us are a little nervous around people who don't drink. *F.*

A GREAT DEAL OF TALENT IS LOST IN THE WORLD FOR WANT OF A LITTLE COURAGE. EVERY DAY SENDS TO THEIR GRAVES OBSCURE MEN WHOM TIMIDITY PREVENTED FROM MAKING A FIRST EFFORT; WHO, IF THEY COULD HAVE BEEN INDUCED TO BEGIN, WOULD, IN ALL PROBABILITY, HAVE GONE TO GREAT LENGTHS IN THE CAREER OF FAME. THE FACT IS, THAT TO DO ANYTHING IN THE WORLD WORTH DOING, WE MUST NOT STAND BACK SHIVERING AND THINKING OF THE COLD AND DANGER, BUT WE MUST JUMP IN AND SCRAMBLE THROUGH AS WELL AS WE CAN. IT WILL NOT DO TO BE PERPETUALLY CALCULATING DOUBTS, AND ADJUSTING NICE CHANCE. A MAN WAITS, AND DOUBTS, AND CONSULTS HIS BROTHER, AND HIS PARTICULAR FRIENDS, TILL ONE DAY HE FINDS THAT HE IS SIXTY YEARS OLD, AND THAT HE HAS LOST SO MUCH TIME IN CONSULTING RELATIVES THAT HE HAS NO TIME TO FOLLOW ADVICE.

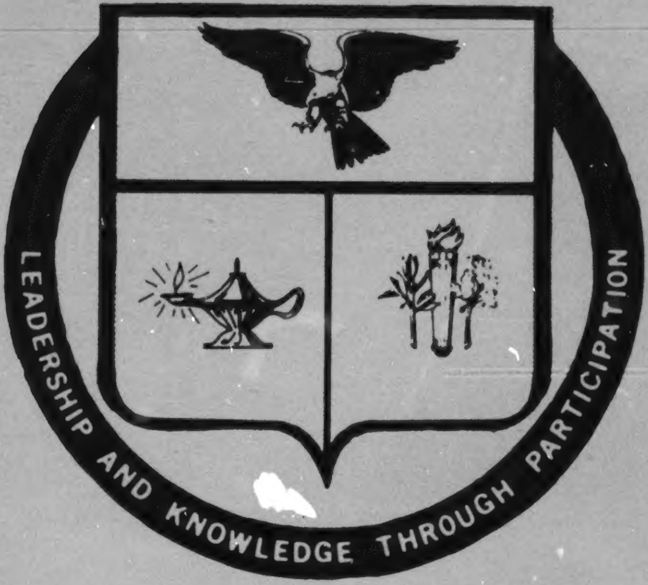
REVEREND SYDNEY SMITH (1771-1845)

NOV 11 1977

FOLLOW-UP REPORT: VOLUME II

TOWARDS BETTER COMMUNICATION THROUGH RESOURCE IDENTIFICATION

by Stuart Alan Rado
Executive Director
National Network of Youth Advisory Boards


LEADERSHIP AND KNOWLEDGE THROUGH PARTICIPATION

SO 010 537

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1974 FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The law gives you the following rights:

1). You have the right to inspect and review any records kept by the school system regarding your children.

2). You have the right to challenge the accuracy, appropriateness or implications of any of your child's records, and to have false or misleading information corrected or deleted.

3). You have the right to limit the number and type of persons and agencies given access to the records of your child.

4). You have the right to be notified each time your child's school records are turned over to a court by judicial order or subpoena.

5). You have the right to receive a list of those individuals who have been permitted to see the records of your child.

6). You have the right to be notified by the school authorities about the Family Educational Rights and Privacy Act provisions.

For additional information, write to one of your Congressmen and request a copy of Public Law 93-568.

A student over the age of 18 has a right to inspect their school records.

A request to see the records must be honored within 45 days of the time the request is made.

The law provides that any school that refuses to show a student's records to the student (over age 18) or parents can suffer the penalty of losing Federal funds. Contact the Department of Health, Education and Welfare of any request that is denied.

THE DECLARATION OF YOUTHS' RIGHTS AND RESPONSIBILITIES of the Youth of the State of Connecticut

* * *

Formulated in Constitutional Assemblage by 200 Youth Delegates
representing Connecticut Youth Meeting in the
Hall of the House of Representatives
the State Capitol, Hartford,
March 16, April 6, June 1, 1974

* * *

WE the YOUTH of CONNECTICUT, in order to form a more perfect society, establish justice, insure domestic tranquility and secure the Blessings of Liberty towards ourselves and our posterity to the end that all youth enjoy the rights and freedoms herein set forth, calls upon parents, upon men and women as individuals, and upon voluntary organizations, local governmental agencies, schools, state agencies to recognize these rights and strive for their observance by implementation of the following:

ARTICLE I

Section 1. Youth in Connecticut shall enjoy all the rights set forth in this Declaration. All youth, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination on account of race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whatever of himself or of his family.

Section 2. The rights of youth may not be eroded on the basis of PARENTAL RESPONSIBILITY or the doctrine of LOCUS PARENTIS.

ARTICLE II

Section 1. Youth in Connecticut shall in all judicial proceedings, have the right to be heard by himself and by counsel; to be confronted by the witnesses against him; to have compulsory process to obtain witnesses in favor; and in all prosecution by indictment or information a speedy, public trial by an impartial jury. The accused shall not be compelled to give evidence against himself, nor be deprived of life, liberty or property but by due course of law.

Section 2. All youth shall have the right to be represented by counsel in the decision making process of choosing parent substitutes, when circumstances deny them their biological parents.

Section 3. In cases of custody involving foster care, adoption divorce or separation, the youth shall be represented by unbiased and exclusive counsel with no conflict of interest with organizations, institutions, government or prospective parents.

Section 4. Youth in Connecticut have the right to a privileged relationship with any of the following professionals; lawyers, doctors, teachers, clergymen, nurses, etc. None of these may be required to testify as per State Statutes.

Section 5. Youth in Connecticut shall not be arrested, detained, or punished nor their privacy violated, except in cases clearly warranted by law.

Section 6. Youth in Connecticut shall have the privilege of the writ of HABEAS CORPUS.

ARTICLE III

Section 1. No youth shall be denied the right to equal educational opportunities on the basis of physical or mental handicap, race, religion, color, creed, sex, national origin or economic status.

Section 2. Youth in Connecticut are entitled to receive an education, which shall be free and compulsory, at least in the elementary stages. They shall be given an education which will promote their general culture, and enable them on a basis of equal opportunity to develop their abilities, their individual judgment, and their sense of moral and social responsibility, and to become useful members of society.

ARTICLE IV

Section 1. All Youth shall have the right to receive adequate health care and they can receive this health care with or without permission of an adult, and all youths shall have a right to receive the basic diet which insures good physical and mental health.

ARTICLE V

Section 1. All Youth shall have the legal and financial responsibility and the exclusive right to manage and to own property which is in the youth's possession either by his or her own purchase or by receipt of a gift excluding trust funds.

Section 2. Youth in Connecticut shall have the right to work, to acquire and manage money, to receive equal pay for equal work, to choose trade apprenticeship as an alternative to school, to gain promotion to leadership positions, to own property, to develop a credit record, to enter into contracts, and to engage in enterprise.

ARTICLE VI

Section 1. No Youth shall be discriminated against because of his or her marital and/or parental status.

ARTICLE VII

Section 1. All youth shall have the right to be represented by one or more peers nominated by youth to run for public office in any state or local boards, and/or commissions, and such peers shall have the right to vote on any matters considered.

Section 2. All youth shall have the right to sit in, speak on any state or local Board and/or Commission.

Section 3. All youths shall have the right to dress as they see fit as long as it does not violate the State Law.

Section 4. Youth in Connecticut shall have the right to freedom of speech, to write and publish his/her sentiments on all subjects, and being responsible for the abuse of that liberty.

Section 5. Youth in Connecticut have the right, in a peaceable manner, to assemble.

Section 6. Youth in Connecticut have the right to choose and practice the religion of their choice.

ARTICLE VIII

Section 1. Youth in Connecticut have the right to all information ordinarily available to adults.

ARTICLE IX

Section 1. Youth shall not be denied work opportunities solely on the basis of their age provided that, that job is not hazardous and all youths shall not be denied the minimum wage as provided by the government.

ARTICLE X

Section 1. No Youth shall be denied the right to protection from mental and emotional abuse.

Section 2. Youth in Connecticut shall not be subject to cruel or unusual punishment.

Section 3. Youth in Connecticut shall not be subjected to either slavery or involuntary servitude.

Section 4. Youth in Connecticut shall be free from physical abuse by any person or parent.

ARTICLE XI

Section 1. No Youth shall be denied access to places of public accomodations, such as movie theaters, solely on the basis of their minority.

ARTICLE XII

Section 1; Let it be provided that the legal age of majority be recognized as 18 and that the category of EMANCIPATED MINOR be recognized in Connecticut as any youth under the age of 18 living outside of the home, and/or self maintaining, to include all rights thereof, including property, contract and self determination.

ARCTICLE XIII

Section 1. Youth in Connecticut shall not be denied the right to an education because of his or her conduct.

ARTICLE XIV

Section 1; The State of Connecticut shall not make or enforce any law which shall abridge the privileges or immunities of the children of Connecticut; nor shall anyone deprive any child of life, liberty or property, without due process of law; nor deny to any child within the jurisdiction of the State of Connecticut the equal protection of the law.

ARTICLE XV

Section 1. No Youth may be denied any service or benefit provided by the government to which they are entitled by law. Youth in the State of Connecticut shall not be discriminated against due to their minority in cases pertaining to the receipt of protection and relief.

ARTICLE XVI

Section 1. Youth in Connecticut have a right to an alternative home environment.

ARTICLE XVII

Section 1. Youth in Connecticut shall have the right to sexual freedom, including the right to complete information on sexual behavior, the right to have the knowledge and access to contraceptives, and the right to all sexual activities that are legal among consenting adults.

ARTICLE XVIII

Section 1. Youth in Connecticut have the responsibility to perform duties in keeping with the law.

ARTICLE XIX

Section 1. Youth in Connecticut have the responsibility to seek information on their legal rights and obligations.

ARTICLE XX

Section 1. Emancipated Youth in Connecticut have the responsibility for their behavior

ARTICLE XXI

Section 1. Youth in Connecticut have the responsibility to attempt to work within the "system" to accomplish change.

ARTICLE XXII

Section 1. Youth in Connecticut have the responsibility to respect and uphold the rights of all citizens, individuals and peoples to preserve democracy.

ARTICLE XXIII

Section 1. Youth in Connecticut have the responsibility to uphold all rights enumerated to them and to work to insure full compliance of these rights by all institutions, including governmental agencies, voluntary organizations and schools.

For additional reading: The Report of the White House Conference on Youth, Government Printing Office Stock No. 4000-0267.

Also recommended reading is the report of the Convention of the National Federation of State Youth Service Bureau Associations, Henry Kuykendall, Executive Director, White Plains Youth Bureau, 55 North Lexington Avenue, White Plains, New York 10601. This report should be available, price upon request.

** The next four pages outlines a computer program designed to aid youth serving
** in establishing priorities for programs through a system of analysis of the
** data. Monthly printouts can determine the percent of accurance of various youth
** problems so that programs can be designed to meet the greatest needs of the youth
** in the target area.

CODES FOR "REASONS FOR REFERRAL"

AND
"PROBLEMS IDENTIFIED" CATAGORIES

YOUTH PROBLEMS

01 Low Self Image
02 Poor Parent Relationships
03 Poor Sibling Relationships
04 Poor Peer Relationships
05 Negative Peer Group Pressure
06 Health Problems
07 Drug Problem
08 Mental Health Problem
09 Lack of Motivation
10 Marital Problems
11 Un-Wed Parent
12 Legal Problems
13 Delinquency
14 Status Offense
15 Alcoholism

SCHOOL PROBLEMS

16 Attendance/Truancy
17 Non Reader
18 Teacher Problem
19 Subject Matter
20 Behavior Problem
21 Drop Out
22 School Environment
23 No Job
24 Unsuitable Job
25 Poor Job Performance
26 Poor Job Relationships
27 No Training
28 Does Not Meet Minimum Requirements

PARENT PROBLEMS/ WITH RELATIONSHIP TO YOUTH

29 Marital Problems
30 Alcoholism
31 Drug Problems
32 Financial Problems
33 Unemployment
34 Health Problems
35 Legal Problems
36 Mental Health Problems
37 Transportation Problems
38 Lack of Parental Supervision

SERVICES PROVIDED INHOUSE OR REFERRED

01 Assessment of Needs
02 Follow-up
03 Individual Counseling
04 Family Counseling
05 Group Counseling
06 Vocational Counseling
07 Job Training or Placement
08 Legal Counseling
09 Drug Counseling
10 Financial Counseling or Assistance
11 Education Services
12 Health Services
13 Psychological Evaluations
14 Advocacy
15 Juvenile Court
16 School
17 Job
18 Social Agencies
19 Family Service

CODING FOR SOURCES OF REFERRAL

LAW ENFORCEMENT

110 Sheriff's Office
120 South Tucson Police Department

TUCSON POLICE DEPARTMENT

131 School Resource Officer
132 Juvenile Division
133 Regular Patrolman
140 Other

JUVENILE COURT

210 Receiving
220 Voluntary Intensive Probation
230 Court Investigator
240 Probation
250 Other

SCHOOLS

310 Elementary
320 Junior High Schools
330 High Schools
340 Other

MODEL CITIES AGENCIES

410 Name
420 of
430 Each
440 Individual
450 Agency

NON-MODEL CITIES AGENCIES

510 Name
520 of
530 Each
540 Agency

600 Self
700 Parents
800 Outreach
900 Other

For additional information about this unique computer technique, Contact:

Mr. Tony Bracamonte, Executive Director
Tucson Youth Service Bureau
1231 West St. Mary's Road
Tucson, Arizona
Tel: (602) 882-0670

CASE STATUS

TUCSON YOUTH SERVICE BUREAU
INTAKE AND MASTER CASE RECORD

DATE ☐☐ ☐☐ ☐☐ YSB CASE NO. ☐☐☐☐☐☐☐ CASE STATUS NEW ☐ SPECIAL SERVICES ☐

DEMOGRAPHIC DATA

CONFIDENTIAL INFORMATION

CLIENT'S NAME ____________________

ADDRESS ____________________

PARENT OR GUARDIAN'S NAME ____________________

ADDRESS OF PARENT OR GUARDIAN ____________________

NAME OF PERSON CLIENT LIVES WITH IF DIFFERENT FROM ABOVE ____________________

BIRTHDATE ☐☐ ☐☐ ☐☐

SEX ☐ ☐

UNIT ☐☐ CENSUS TRACT ☐☐☐☐

ETHNICITY ☐ ☐ ☐ ☐ ☐

CLIENT LIVES WITH ☐ ☐ ☐ ☐ ☐ ☐ SELF ☐ ☐ ☐ OTHER ☐

INCOMING STATUS

SOURCE & REFERRAL

____________________ ☐☐ ____________________

AGENCY PERSON MAKING REFERRAL REASON FOR REFERRAL

____________________ DATE OF REFERRAL ☐☐ ☐☐ ☐☐

IF AGENCY IS CODED "OTHER" WRITE NAME OF AGENCY AND PERSON MAKING REFERRAL HERE

CORRECTIONAL STATUS

- NO CONTACT WITH LAW ENFORCEMENT
- CONTACT WITH LAW ENFORCEMENT BUT NOT ARRESTED
- ARRESTED BUT NOT REFERRED TO JUVENILE COURT
- ARRESTED AND REFERRED TO JUVENILE COURT
  - ADJUSTED
  - REFERRED TO YSB
  - ADJUDICATED/PROBATION
  - OTHER
- UNKNOWN

SCHOOL STATUS

SCHOOL ☐☐☐☐☐ GRADE ☐☐

- FULL TIME
- PART TIME
- ATTENDANCE PROBLEM
- TRUANT
- SUSPENDED
- DROPPED OUT
- GRADUATED
- UNKNOWN

DATE OF TERMINATION FROM SCHOOL (IF KNOWN) MO DAY YR

EMPLOYMENT STATUS

- EMPLOYED
- NOT EMPLOYED/NOT LOOKING FOR WORK
- NOT EMPLOYED/LOOKING FOR WORK

HOURS PER WEEK

WAGES PER HOUR

PRIMARY COUNSELOR ____________________

COMMENTS ____________________

____

MONTHLY UPDATE FORM

DATE ________ YSB CASE NO. ________ CASE STATUS ACTIVE TERMINATED SPECIAL SERVICES

DEMOGRAPHIC DATA

CONFIDENTIAL INFORMATION

NO CHANGE

CLIENT'S NAME ____________________

ADDRESS ____________________

PARENT OR GUARDIAN'S NAME ____________________

ADDRESS OF PARENT OR GUARDIAN ____________________

NAME OF PERSON CLIENT LIVES WITH IF DIFFERENT FROM ABOVE ____________________

PRIMARY COUNSELOR ____________________

UNIT ________ CENSUS TRACT ________

CLIENT LIVES WITH ________

IF ACTIVE, FILL OUT THIS SECTION

CORRECTIONAL STATUS

NO CHANGE

ARRESTED

STATUS OFFENSE DELINQUENT OFFENSE

REFERRED TO JUVENILE COURT

ADJUSTED REFERRED TO YSB

ADJUDICATED/PROBATION CONTINUED ON PROBATION

ADJUDICATED/COMMITMENT (SUSPENDED)

ADJUDICATED/COMMITTED

RE-COMMITTED (PAROLE) PENDING

SCHOOL STATUS

NO CHANGE

SCHOOL ________ GRADE ________

FULL TIME PART TIME GRADUATED UNKNOWN

ATTENDANCE PROBLEM TRUANT

SUSPENDED DROPPED OUT

DATE OF TERMINATION FROM SCHOOL ________

DATE OF CHANGE ________

HAS CLIENT BEEN RE-ENROLLED IN SCHOOL THIS MONTH DUE TO YOUTH SERVICE BUREAU EFFORTS YES NO

EMPLOYMENT STATUS

NO CHANGE

EMPLOYED ________ HOURS PER WEEK ________ WAGES PER HOUR

NOT EMPLOYED/LOOKING FOR WORK NOT EMPLOYED/NOT LOOKING FOR WORK

HIGH MED LOW JOB TRAINING PROGRAM SATISFACTION

HAS CLIENT BEEN EMPLOYED THIS MONTH DUE TO YOUTH SERVICE BUREAU EFFORTS YES NO

IF TERMINATED, FILL OUT THIS SECTION

SUCCESSFULLY TERMINATED

EXPLAIN ____________________

INTERMEDIATE GOALS ____________________

LONG TERM GOALS ____________________

DROPPED

MOVED OUT OF AREA

REFUSED SERVICES

MUTUAL AGREEMENT

PLACED BY JUVENILE COURT

TRANSFERRED TO OTHER AGENCY BY YSB YES NO

1. ____________________
2. ____________________
3. ____________________

UNSUCCESSFULLY TERMINATED

PROBATION REVOKED/INSTITUTIONALIZED

PAROLE REVOKED/INSTUTIONALIZED

OTHER ____________________

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New York, New York 10016

American Correctional Association
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4321 Hartwick Road
College Park, Maryland 20740

American Enterprise Institute
for Public Policy Research
1150 Seventeenth Street, N. W.
Washington, D. C. 20036

American Friends Service Committee
Washington Pretrial Justice Program
1800 Connecticut Avenue, N. W.
Washington, D. C. 20009

Congressional Black Caucus
"For the People"
306 House of Representatives Annex
Washington, D. C. 20515

Constitutional Rights Foundation
6310 San Vicente Boulevard
Los Angeles, California 90048

Constitutional Rights Foundation/
Chicago Project
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North Brunswick, New Jersey 08902

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2203 16th Street
Sacramento, California 95818

Center for Information on America
Box 276
Washington, Connecticut 06793

Center for Law and Education
Harvard University
Larsen Hall, 14 Appian Way
Cambridge, Massachusetts 02138

Center for Youth Development
and Research
University of Minnesota
325 Haecker Hall
St. Paul, Minnesota 55108

Chamber of Commerce of
the United States
1615 H Street, N. W.
Washington, D. C. 20062

Committee for Economic Development
477 Madison Avenue
New York, New York 10022

National Council for the Social Studies
1515 Wilson Boulevard
Arlington, Virginia 22229

National Education Association
The Academic Building
Saw Mill Road
West Haven, Connecticut 06516

Program for Educational Opportunity
1054 School of Education
University of Michigan
Ann Arbor, Michigan 48109

Special Programs Division--
Citizens Initiatives
Law Enforcement Assistance
Administration
Office of Regional Operations
U. S. Department of Justice
Washington, D. C. 20530

Special Programs Division--
Standards and Goals
(Same address as above)

Law in American Society Foundation
33 North LaSalle, Suite 1700
Chicago, Illinois 60602

League of Women Voters
of the United States
1730 M Street, N. W.
Washington, D. C. 20036

Legal Alertness and Awareness Program
Miles City School District No. 1
716 Cale Avenue
Miles City, Montana 59301

Maryland Association of Student Councils
c/o MCPS Student Affairs Office
Einstein High School
11135 Newport Mill Road
Kensington, Maryland 20795

United States Department of
Health, Education, and Welfare
Office of Human Development
Office of Youth Development
Washington, D. C. 20201

Universal Research Systems, Inc.
P. O. Box 1258
Los Gatos, California 95030

University of Alaska
Institute of Social, Economic, and
Governmental Research
Fairbanks, Alaska 99701

Volunteers in Education
1211 McGee, Room 1814
Kansas City, Missouri 64106

Wisconsin Department of Justice
Office of Consumer Protection
114 East, State Capitol
Madison, Wisconsin 53702

High School Political Science
Curriculum Project
Social Studies Development Center
513 North Park Avenue
Bloomington, Indiana 47401

Institute for Political and
Legal Education
Box 426
Glassboro-Woodbury Road
Pitman, New Jersey 08071

Joint Council on Economic Education
1212 Avenue of the Americas
New York, New York 10036

Law Education in Atlanta Schools
2930 Forrest Hills Drive, S. W.
Atlanta, Georgia 30315

Law in a Free Society
606 Wilshire Boulevard
Suite 600
Santa Monica, California 90401

Federal Bar Association
1815 H Street, N. W.
Suite 420
Washington, D. C. 20006

Freedoms Foundation at Valley Forge
Valley Forge, Pennsylvania 19481

Consumers Union
Consumer Reports
Department XM-1
Orangeburg, New York 10962

Educational Research Council
of America
Rockefeller Building
Cleveland, Ohio 44113

The following publication are available, without cost, from Norman Gross, Staff Assistant, Special Committee on Youth Education for Citizenship, American Bar Association, 1155 East 60th Street, Chicago, Illinois 60637:

Bibliography of Law-Related Curriculum Materials: Annotated
This publication lists and describes more than 1,000 books and pamphlets for the classroom.

Media: An Annotated Catalogue of Law-Related Audio-Visual Materials
Lists and describes more than 400 films, filmstrips, and tapes for the classroom.

Gaming: An Annotated Catalogue of Law-Related Games and Simulations
Lists and describes more than 130 games, simulations, and books on the classroom use of such activities.

Directory of Law-Related Educational Activities
Provides information on more than 250 projects throughout the country.

Law-Related Education in America: Guidelines for the Future
Recommends guidelines for the administration, funding, and pedagogy of Projects.

The $$ Game: A Guidebook on the Funding of Law-Related Educational Programs
Offers suggestions on identifying funding sources, writing funding proposals, securing community support, and institutionalizing programs.

Reflections on Law-Related Education
Contains articles on the theory and practice of law-related education.

Help! What To Do, Where To Go?
Describes major projects and teacher-training programs, and discusses the role of the bar associations.

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Central Y. M. C. A.
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THE NATIONAL COALITION OF ALTERNATIVE COMMUNITY SCHOOLS

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Ed Nagel
Rio Grande Educational Association
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Santa Fe, New Mexico 87501
(505) 471-0036

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New School's Exchange
Pettigrew, Arkansas 72752
(501) 677-2426

Jan Ereth
Wisconsin Coalition for
Alternative Education
Urban Day School, Room 212
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Milwaukee, Wisconsin 53205
(414) 671-4060

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Education Exploration Center
3104 16th Avenue, South
Minneapolis, Minnesota 55407
(612) 722-6613

Craig Newby
Kansas City Learning Coalition
3950 Rainbow Boulevard
Kansas City, Kansas 66103
(913) 236-6719

Kerry Holmstead
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(913) 532-5866

Laurel Gillespie
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Washington, D. C. 20036
(202) 683-6088

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Huntington Station,
New York 11746
(516) 271-3374

Sandy McMahon
Coalition of Independent
Alternative Schools
Box 389
Lynn, Massachusetts 01901
(617) 581-5110

According to their literature, the purpose of the National Coalition is to work to support an educational process that is alternative in:

intention-working to impower people to actively and collectively direct their lives.

form-requiring the active control of education by students, parents, teachers, and community people most directly affected.

content-developing tools and skills to work for social change.

For additional materials on the Coalition, contact Jack Wuest, Executive Director.

Intern programs are one form of action-learning that can benefit young adults. For additional information on innovative intern programs, readers might contact one of the following:

Dr. Donald L. Wright, Executive Director, B. I. C. E. P., 1738 East 2700 South, Salt Lake City, Utah 84106, Tel: (801) 487-8276.
Dr. Wright has some printed materials on the program. The basic program is to bring the community into the classroom and the students into the community through a business, industry, community, and education partnership. The program uses a combination of classroom speakers, plant/office tours, shadowing, internships, and career reference materials.

Samuel L. DiSano, Jr., Esq., Chief, Department of Community Affairs, Division on Youth, 150 Washington Street, Providence, Rhode Island 02903, Tel: (401) 277-2961. -----or-----
Commission on State Government Internships, Room 323, State House, Providence, Rhode Island 02903.
The Commission publishes an annual report that reviews the intern program. the 1974 volume reviews the program from its inception, and includes chapters on the history and justifications of the program, and the Handbook of interns, sponsors, and academic advisors.

The Alternative Learning Project is an experimental public high school in Providence,Rhode Island, and has been given a Federal grant to disseminate information about the school as an innovative model. Contact Barbara Tucker, ALP/Dissememination, 180 Pine Street, Providence, Rhode Island, Tel: (401) 272-2080.

ACTION-LEARNING

Three panels on youth reported in a collected series of reports called "The New Reform Movement in Secondary Education" revealed that the traditional schooling to bring youth into maturity is inadequate. The Three panel reports, as mentioned in "25 Action Learning Schools" published by the National Association of Secondary School Principals, are (1) Youth: Transition to Adulthood, reported by the Panel on Youth of the President's Science Advisory Committee; (2) The Reform of Secondary Education, the recommendations of the National Commission on the Reform of Secondary Education; and (3) The Report of the National Panel on High Schools and Adolescent Education, appointed by the U. S. Office of Education.

The following were among their recommendations:

- The Comprehensive high school is not the sole locus for an education; out-of school learnings are also highly significant.
- Greater recognition is needed for community-based learning activities.
- School is too isolated from other age groups.
- Greater use of community resources should be made.
- The custodial and protective role of the school is excessive; it inhibits student responsibility and maturation.
- Keeping young people in school to an arbitrary age apparently inhibits reforms.
- School structures, including excessive size, restricts the opportunity for reform.
- More diversity of course offerings is needed.
- The high school is overburdened with ever-increasing demands from society.
- Youth are maturing psysiologically and are being granted their legal majority at an earlier age today, a factor few schools have sufficiently recognized.
- Reduce the age and cultural isolation of high school students.
- Develop additional designs for alternating work and school.
- Provide opportunities and credit for community volunteers, for interns in hospitals and government, and for various forms of work experience.
- Stimulate more non-student roles within the high school, such as tutoring, running day-care centers, and teaching young children.
- Develop closer ties with the community for use of community resources and for work and service opportunities.
- Facilitate entry of youth into work by:
  a. lowering school-leaving age
  b. shortening the day
  c. lowering the minimum wage for youth
- Expand the school's responsibility for job placement.
- Change the focus from the comprehensive high school to comprehensive education.

SCHOOLS WITH ACTION-LEARNING PROGRAMS

Ralph Farrar, Principal
Ames High School
20th & Ridgewood
Ames, Iowa 50010

Philip F. Wormwood, Principal
Andover High School
Shawsheen Road
Andover, Massachusetts 01810

Louis Graslie, Principal
Belle Fourche High School
1301 12th Street
Belle Fourche, South Dakota 57717

F. Willard Robinson, Principal
Beverly Hills High School
241 Moreno Drive
Beverly Hills, California 90212

Marvin B. Lam, Principal
Castle Rock High School
5180 Westside Highway
Castle Rock, Washington 98611

Brother William S. Henry, Headmaster
Catholic Memorial High School
235 Baker Street
West Roxbury, Massachusetts 02132

Lucian Lambert, Principal
Champlain Valley Union High School
Hinesburg, Vermont 05461

Neil Case, Principal
Colton High School
777 West Valley Boulevard
Colton, California 92324

Sol Levine, Principal
John Dewey High School
50 Avenue X
Brooklyn, New York 11223

Gerald Kusler, Principal
East Lansing High School
509 Burcham Drive
East Lansing, Michigan 48823

Harold B. Miller, Principal
Grady High School
929 Charles Allen Drive, N. E.
Atlanta, Georgia 30309

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Hoffman High School
Hoffman, Minnesota 56339

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Gary W. Stamm, Principal
Mariemont High School
3812 Pocahontas
Cincinnati, Ohio 45227

Clifford A. Gillies, Principal
Mariner High School
200 120th S. W.
Everett, Washington 98204

Father Leon Hogenkamp, Principal
McQuaid Jesuit High School
1800 Clinton Avenue, South
Rochester, New York 14618

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Medford Senior High School
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Medford, Oregon 97501

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Niles North High School
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Skokie, Illinois 60076

Donald Bordinger, Principal
Oak Ridge High School
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Oak Ridge, Tennessee 37830

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Francis W. Parker High School
330 Webster Avenue
Chicago, Illinois 60614

Robert Dicker, Principal
Montville Township High School
100 Horseneck Road
Montville, New Jersey

Alvah R. Cramer, Principal
Netwon High School
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Connecticut 06482

Burton Caplan, Principal
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Spring Valley, New York 10977

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Topeka, Kansas 66612

Ben J. Russo, Education
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West Bend East & West High School
1305 Decorah Road
West Bend, Wisconsin 53095

Ben Napier, Principal
Wissahickon High School
Houston Road
Ambler, Pennsylvania 19002

The National Network acknowledges the assistance of the National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091. The Association maintains a file of over 2,000 secondary schools with work and service programs, and publishes documents on the topic. For additional information, contact Scott D. Thompson, Associate Secretary for Research, at the Association's offices.

LEARNING DISABILITIES

For an up-dated list and other information about university-affiliated facilities for the developmentally disabled, contact the Association of University Affiliated Facilities, Suite 1114, The Watergate, 2600 Virginia Avenue, N. W., Washington, D. C. 20037. Telephone (202) 333-7880

A national non-profit organization of parents and professionals, the Association for Children with Learning Disabilities, publishes a variety of books, articles, and service directories. For additional information, contact the Association for Children with Learning Disabilities, 5225 Grace Street, Pittsburgh, Pennsylvania 15236. Executive Director - Jean Peterson, Tel:(412) 881-1191.

RESOURCES

ACLD Items of Interest
Association for Children with
Learning Disabilities
2200 Brownsville Road
Pittsburgh, Pa. 15210

CANHC-Gram
California Association for
Neurologically Handicapped Children
11291 McNab Street
Garden Grove, Ca. 92640

Exceptional Children
Council for Exceptional Children
1411 Jefferson Davis Highway
Jefferson Plaza
Suite 900
Arlington, Virginia 22202

Journal of Learning Disabilities
Professional Press, Inc.
5 North Wabash Avenue
Chicago, Illinois 60602

Academic Therapy (quarterly)
Academic Therapy Publications
1539 Fourth Street
San Rafael, Ca. 94901

American Journal of Orthopsychiatry
AOC Publications Sales Office
49 Sheridan Avenue
Albany, New York 12210

Teaching Exceptional Children (quarterly)
Council for Exceptional Children
1411 Jefferson Davis Highway
Jefferson Plaza
Suite 900
Arlington, Virginia 22202

The following directories offer information about various services for children with learning disabilities.

Annual Directory of Facilities for the Learning Disabled
Academic Therapy Publications
1539 Fourth Street
San Rafael, Ca. 94901

Directory for Exceptional Children
Porter Sargent, Publisher
11 Beacon Street
Boston, Mass. 02108

Directory of Schools, Agencies, and Institutions for Children and Youth with Special Needs
Ohio Youth Commission
2880 West Broad Street
Columbus, Ohio 43223

A Guide to Agencies and Organizations Concerned with Exceptional Children
Council for Exceptional Children
1411 Jefferson Davis Highway
Jefferson Plaza, Suite 900
Arlington, Virginia 22202

"Minimal Brain Dysfunction in Children; Terminology and Identification," a report of the Department of Health, Education and Welfare gave twenty different labels that could be applied to define a learning disability. The term is used to describe any child who does not make normal progress in school, even though he appears to be sufficiently intelligent and properly motivated. Learning disabilities are due to delayed or improper development of the central nervous system, which can cause dyslexia, aphasia, auditory perceptual deficits, poor visual motor coordination visual perception disorders, deficits in gross and fine motor function, poor memory, delayed development of speech, reading, language, writing, arithmetic or other school subjects. It is not the result of mental retardation, nor the deprivation of sensory or cultural factors, nor is it the result of emotional disturbance, but rather it can cause moderate to severe emptional overlay if not remedied.

For further information, the following books are useful:
Something's Wrong with My Child, Milton Brutten, Ph.D., et al.
Helping Children Overcome Learning Difficulties, Jerome Rosner
Can't Read, Can't Write, Can't Talk Too Good Either, Louise Clarke
The Waysiders, Dr. Crosby
Square Pegs, Round Holes, Dr. Harold B. Levy
Kids, Brains & Learning, Dr. Ray Wunderlich
Learning Disabilities, McCarthy & McCarthy
Your Non-Learning Child, Burt Kruger Smith
Raising a Hyperactive Child, Dr. Mark Stewart
The Exceptional Child Grows Up, Dr. Ernest Siegel

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First Jersey National Bank
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Jersey City, New Jersey 07302

Region III
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Maryland, Pennsylvania, Virginia,
West Virginia
Regional Executive:
James H. Sears
Coordinator of Industry Education Activities
Employee Relations Department
E. I. duPont de Nemours & Company
1008 Market Street
Wilmington, Delaware 19898

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Alabama, Florida, Georgia, Kentucky,
Mississippi, North Carolina,
South Carolina, Tennessee
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Manager of Personnel
Lockheed-Georgia Company
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Marietta, Georgia 30063

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Minnesota, Ohio, Wisconsin
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John Boler, Vice President
Gould, Inc.
10 Gould Center
Rolling Meadows, Illinois 60008

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Oklahoma, Texas
Regional Executive:
Fred W. Karsten y Corrales
Brown & Root, Inc.
921 Caroline Street
Houston, Texas 77002

Region VII
Iowa, Kansas, Missouri, Nebraska
Regional Executive:
William G. Murphy, Vice President
Mutual of Omaha Insurance Company
3301 Dodge Street
Omaha, Nebraska 86131

Region VIII
Colorado, Montana, North Dakota,
South Dakota, Utah, Wyoming
Regional Executive:
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Director of Personnel
Colorado & Southern Railway
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Denver, Colorado 80202

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Regional Executive
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ITT Cannon Electric
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Region X
Alaska, Idaho, Oregon, Washington
Regional Executive
John L. Gilleland
Safeco Insurance Company
920 Second Avenue
Seattle, Washington 98104

Opportunities Industrialization Centers of America, Inc.
National Headquarters
Elton Jolly, National Executive Director
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Philadelphia, Pennsylvania 19144

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New Hampshire, Rhode Island, Vermont
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Region II
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Puerto Rico
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Delaware, Maryland, Pennsylvania,
Virginia, West Virginia, District of Columbia
Emmett Dennis, Jr., Director
(Same address and telephone as above)

Region IV
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Mississippi, North Carolina, South Carolina,
Tennessee
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Atlanta, Georgia 30331
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YOU HAVE CERTAIN RIGHTS. KNOW YOUR RIGHTS AND HOW TO USE THEM SO THEY CAN HELP YOU.

I. LEGAL RIGHTS SUMMARY

A. ANSWERING QUESTIONS

You have a right to remain silent when the police question you. This right is to protect you if you are accused of breaking the law. Whether or not you have broken the law, you can give your name, address, and telephone number so the police know who you are (your "identity") and so they can get help for you from your parents or relatives if necessary. Always have an identification card with you. It's helpful for establishing your identity. Anything you say about your part in what happened might be used against you later in court. This is why you have a right to have your parents, a lawyer or anyone else who might be able to help you present when you answer any questions about what you had to do with what happened.

B. FRISKING AND SEARCHING

If the police stop you, they may make a quick search ("frisk" you) by patting over your clothing and checking your purse for weapons. If they think you have broken the law they will make a more complete search. You do not need to give consent to the search but should not offer any physical resistance. If you do not consent, advise the officer of this. Any weapons or objects found that might be used as evidence will be taken. If you are a female, you can only be searched by a policewoman or a police matron. The police are not allowed to search you if they don't have a good reason. If you think they have searched you without a good reason report it at the Police Station and get a lawyer to help you.

C. SEARCHING A CAR

The police can check the inside of your car for liquor, drugs, or weapons if they have a good reason ("probable cause") to think that you are carrying any of these things. For example, you may look stoned or drunk or shots may have been heard coming from the area where the car is. If any of these things are found, they may be taken for use as evidence. If there is no such good reason, the police can only search your car if they have written permission from a judge (a "search warrant"). If the police do not have a warrant, you do not need to consent to the search. If you do not wish to consent, you should tell the officer this but should not offer any physical resistance.

D. CUSTODY OR ARREST

Unless the police arrest you or place you under their care (under "custody" – for example, if you are drunk), they should not keep you from going on your way. No matter what they decide to do, they have a right to stop you for a little while so they can check out the situation. If you think you've been stopped for too long, you should ask if you are under arrest or custody and what you are being arrested or taken into custody for.

E. GETTING A LAWYER

If you are arrested, before the police question you carefully, they will explain your Consitutional rights: (1) that you may remain silent, (2) that anything you say may be used against you later in court, (3) that you can contact your parents, a lawyer, or anyone who can help you and have the(se) person(s) with you when you answer the police officers' questions, and (4) that if you and your parents can't pay for a lawyer but you want one, the Court will appoint one for you free. If you want your parents with you, the police will call them. If you want a lawyer, they will let you call one. You can call the Office of the Public Defender (548-6273) for help if you don't know a lawyer.

F. LYING

The police will try to find out if you are telling the truth by checking to see if what you say fits the facts of what happened. In Court, you must promise ("swear") to tell the truth. Lying in Court after you have promised to tell the truth (callad "perjury") is a serious crime. Remember that you have a right to remain silent if you want. If you get a lawyer, he will want to know the truth so he can best decide on how to handle your case and protect your rights. Your lawyer will not tell anyone else the things you tell him. If you lie to your lawyer, you are only hurting yourself.

G. USE OF FORCE

The police have a right to use only enough force necessary to make an arrest. If they arrest you and you cooperate, the police won't have to use any force. If you feel the police are using too much force in searching or arresting you, you have a right to report it. If you try to stop the police when they try to arrest you, you can be charged with an offense called "resisting arrest." If you feel the police used too much force, remember:

1. If the policeman is not wearing a uniform, you have a right to ask for his name and to see his badge.
2. If other police or the Court want to check on what happened, they will want to know the name, badge number, or car license number of the policeman who arrested you.
3. Anybody (including police officers) who saw what happened is called a "witness". If the Court or Police Inspection Section checks later into what happened, the names of any witnesses will be needed so they can be contacted and questioned.
4. If you have any injuries you should have color photographs taken of them, as soon as you can.
5. Go to a doctor if you're hurt. You can ask him to write a medical report telling about your injuries and how he treated them. The photographs and/or medical report can be shown to any Court or police officers checking on what happened.
6. If you want, you can get a lawyer who will advise you

about what to do next. If you are injured and require medical services, you have a right to make a legal complaint (called a "suit") to the Court asking to be paid for the cost of medical treatment, the lawyer's services, the Court's expenses and other expenses.

7. You have a right to make a complaint with the Officer-In-Charge of the Receiving Desk at the Police Station or with the Inspection Section of the Police Department. They will check out your story and take action against the policeman if he is found guilty.

H. TELEPHONING

If you are arrested or placed under police care without arrest, the police will try to notify your parents or guardian right away. It may take a while before they can locate your parents so be patient. You can assist by giving your telephone number. You have a right to have your parents, a lawyer or someone else present when you are questioned. The police will allow you to telephone a lawyer or someone else, if you wish.

I. COUNSEL AND RELEASE

If the police feel that the offense for which you were arrested is not serious, that there is a lot of evidence against you and you say that you did the offense, they may talk to you, tell you to stay out of trouble and let you go. A record of the offense and that you said you did it will be kept by the police. This is called "counsel and release." This way of taking care of what happened is more simple and quicker than sending you to the Family Court. But you have a right to remain silent if you want when the police question you and you can wait until you are sent to the Family Court before you answer any questions about what you had to do with what happened.

J. DETENTION

If the police arrest you or place you under their care (under "custody") without arrest, they will try to release you to your parents as soon as possible. If your parents can't come for you and the police need to hold you ("detain" you) to protect you or others, they may place you in a family home or the Detention Home (Hale Ho'omalu). If they do, the Family Court will be told right away, it will check out the situation and, if you are to be kept at the home, the Court will hold a meeting (called a "hearing"), with your parents or guardian present, to decide on how long you should be held.

To make sure that you are not held for too long without the Court checking on the situation, there is a law that after the police pick you up, you cannot be held for more than 2 days (48 hours) — not counting Sundays and Court holidays — unless a written request (in a letter called a "petition") for permission to hold you beyond the 2 days has been made to the Family Court, or unless the judge or a referee has otherwise ordered. After this request has been made, you can be held for no more than 2 working days (48 hours) unless a Family Court judge or referee gives permission through a signed order to hold you longer.

Sometimes an arrested young person is held in the cell block (the "jail" at the Police Station) if he is believed to have committed a serious crime or if special protection is needed. The police must tell the Family Court if they put you in the cell block and they must get permission from the Court to continue to keep you there.

II. WHEN THE POLICE STOP YOU

The police have a right to use enough force necessary to make an arrest. If you cooperate, no force is necessary. If you are arrested, you will be able to get a lawyer who will check closely to see that your rights have not been violated. He can help you take action if you have been treated too roughly. You will have plenty of time later to see that your side of the story is heard.

A. Why would the police stop you and ask you questions, if you haven't done anything wrong? A policeman's job is to protect the community. This involves trying to catch people who have broken the law. When a crime has been reported in his area, he must try to find the person who did it. The description he may have of the criminal often could describe quite a lot of people. Therefore, everyone he sees could be a possible suspect, including you. Even when no crime has been reported, a policeman must be on the lookout for crimes that may be taking place. A policeman might stop you and ask you questions because of any of the following reasons:

1. You are running or waiting in an area where a crime has just been reported.
2. You are somewhere where he thinks you have no reason to be that time of day or night.
3. You are acting in a way that appears suspicious, and you act even more suspiciously when he sees that you have spotted him.
4. You are hanging around with some people who are suspected by the police for one thing or another.
5. He thinks you have some things that were stolen.

B. What is the curfew law for youths?

Part of the curfew law for youths says:

> No persons under the age of eighteen (18) years shall loiter about any public street, avenue, alley, park, or other public place between the hour of 10:00 P.M. and the time of sunrise of the following day unless accompanied by his or her parent or legal guardian having legal custody and control of his or her person, or by his or her spouse. (Section 13-3A.1)

This means that you are not supposed to hang around the streets, parks, alleys or other public places from 10 o'clock at night until sunrise the next day, unless you are with your parents or whoever takes care of you. If you are out after 10 P.M. and are questioned about it by a police officer, you can explain why. For example, you may have gone to a movie or dance or may be taking care of an emergency. The law allows you to be out after 10 P.M. under some circumstances. Remember that you also have a right to remain silent if you want. If you cooperate with the officer, he has an easier time deciding whether or not you were loitering ("hanging around") in a public place during the curfew hours.

C. What you should know if you are out away from home between sunrise and 10 o'clock at night (during non-curfew hours) and you are stopped by the police

1. You can give your name, address and age if they ask. You can show an identification card if you want, for example, your driver's license. You have a right to remain silent when the police question you. If you didn't break the law you can explain that to them. But remember that anything you say might be used against you later in court. If you think you need help, you can tell the police that you want someone with you when you answer their questions, for example, your parents or a lawyer. The police will allow you to get in touch with your parents or this person and to have them present before they continue to ask you questions.
2. If the police stop or keep you for a little while, you can ask them if you are under arrest or custody (police care). If the police say that you are not under arrest or custody the law says that they cannot stop you from going on your way. But even if they do not arrest you or place you under custody, they can stop you long enough to check out the situation. For example, they can hold you for a short time while they find out if the car you are in is stolen. The police may invite you to go to the police station to answer some more questions or to identify someone or something. Whether or not you go there is up to you. But if they want to require you to go there, you will be placed under arrest. Once you are arrested, you cannot be held ("detained") for more than 48 hours (2 days) — not counting Sundays and Court holidays — unless permission has been given by the Family Court. After this permission has been requested, you cannot be held for more than 2 working days (48 hours) unless a Family Court judge or referee signs an order to hold you longer.
3. If the police arrest you, you have a right to know why you are being held. For example, the police may arrest you because it looks like you have been using alcohol, drugs or glue sniffing.
4. The police may search ("frisk") you for weapons by running their hands over and patting your clothes or by looking in your purse. The police do not need a search warrant (written permission from a judge to make a search) to make this quick check for weapons. If the police have good reason ("probable cause") to think that you broke the law they can search you completely. You

do not need to give consent to this search. If you do not give consent, you should tell the police officer this. You should not offer physical resistance. A female can only be searched by a policewoman or police matron. If there is no immediate "probable cause", the police must get a search warrant before they search you, your car or your house.

If a policeman has no search warrant but has strong reason (immediate "probable cause") to think that you have broken the law or are carrying illegal things in your car (for example, you may look stoned or drunk) he may arrest you before he makes a complete search of the car. If he doesn't have a search warrant and doesn't arrest you or any of your passengers, it may appear that he doesn't have a "probable cause" to make the search, but he may still demand to look in the car or in the trunk. Again, you need not give consent and may state so to the officer, but should not physically resist the search. If he searches your car when he is not supposed to (that is, without a good reason or "probable cause") and finds something (evidence) to be used against you in Court, the judge will not allow it to be admitted as evidence unless the police officer had good reasons for making the search.

D. What if the police stop you because of a traffic violation?

1. They will ask to see your driver's license. You may also be requested to show the car registration paper and the safety check receipt.
2. Remember your rights. You may remain silent if you want. Anything you say may be used against you later in Court. But you can give your name, address and age if asked so the police officer knows who you are (your "identity"). If you refuse to give your name, address and age, the police officer may think that you are hiding something to do with a crime and that you should be arrested. If you want a lawyer, you have a right to call one.
3. If you are given a traffic ticket (called a "citation") for a less serious offense (for example, failing to signal properly or taking a turn from a wrong lane), you must report with one of your parents or your guardian to the Traffic Violations Bureau.
4. If you are stopped for a serious offense (for example, "hit and run" or negligent homicide) you will be arrested. You will be warned of your Constitutional rights. Your parents or guardian will be notified as soon as possible. A report will be sent to the Traffic Violations Bureau. The Family Court will be notified.
5. If you are stopped for "drunken driving" (driving while intoxicated) you will be arrested and your case will be handled the same way as any other serious offense. But first you will be told of the requirements of the implied

consent law. This law states that you have a choice of taking a blood test, a breath test, or both, so the police can find out how much alcohol is in your body. You also have a right to refuse to take either test. But if you refuse, the police officer will report this to the judge who may decide that you refused because you were driving after drinking too much liquor. If the judge decides that the police officer had good reasons for thinking that you were driving after drinking too much and you have refused the tests, he is required to not allow you to drive for 6 months.

6. If you get in any traffic accident while driving, the police will warn you of your Constitutional rights before they question you about what happened.

E. What you should know if you are arrested or placed under police care (under "custody") without arrest.

Remember your rights and make use of them. The police will try to notify your parents or guardian as soon as possible. Before they carefully question you ("interrogate" you), they are required to explain your Constitutional rights to you concerning questioning. If they begin to question you without warning you about these rights, you can ask the police to explain them to you. These are the rights they will explain to you:

1. You may remain silent if you choose.
2. Anything you say may be used against you later in court.
3. You may talk to anyone you feel can help you (for example, your parents, a friend or a lawyer) and you may have that person(s) present when you are questioned.
4. If you and your parents or guardian can't pay for a lawyer but you want one present, the court will appoint one for you free, and the police may not question you further until the attorney is appointed and present.
5. If you decide to answer the questions without your parents, a lawyer, or someone else present to advise and help you, you may stop answering the questions at any time.

Before you call a lawyer, you might want to check with your parents or friend first to see if you need the lawyer's help and if you can afford to pay him. If you decide you want a lawyer but don't know one, you can call the Public Defender's Office (548-6273) for help in finding one.

F. What's Required if a Policeman Wants to Arrest You?

If a policeman wants to arrest someone who is under 18 years of age (a "minor") he must have written permission (called an "arrest warrant") from a Family Court judge or referee. If he doesn't have this permission, he can only arrest you for one of the following reasons:

1. He was present when you broke a law.
2. He has good reasons ("probable cause") to think that you did something that is a serious crime (called a "felony" if you were an adult).

3. You are in great danger and must be protected.
4. He has good reasons ("probable cause") to think that you have run away from your parents or guardian.

If you are 16 or 17 years of age, these are some of the serious crimes ("felonies") for which you might be treated the same way as an adult and sent to jail for more than a year:

1. murder: killing someone after planning it or in connection with another felony.
2. manslaughter: killing someone without planning to beforehand.
3. rape: forcing someone to have sex with you.
4. aggravated assault: beating someone up badly.
5. theft (first degree): stealing something worth more than $200.
6. auto theft ("malicious conversion"): stealing a car.

The following offenses are called "misdeameanors." They are less serious than the crimes listed above.

1. receiving stolen property under $100 in value.
2. vandalism: wrecking or "busting up" something belonging to someone else, without permission.
3. taking something out of a library without permission.

G. Another Point to Remember:

A police officer has a dangerous job. He must often deal with people who are rough or violent. You have legal rights and so does a policeman. He is allowed to use enough force to protect himself, to prevent or stop crimes and to make arrests.

III. AT THE POLICE STATION

What you should know:

A. Remember your rights that are explained in Section II-D and use them.

B. It's important to tell the police your correct age. If you are under 18, you will be sent to the Juvenile Crime Prevention Division (JCPD) of the Honolulu Police Department which is established to provide help and care for young people who need protection or have broken the law.

C. If possible, the police will "counsel and release" you without taking any further action against you. They will do this if the offense you are charged with is not serious, there is a lot of evidence that you did it, and you say that you did it. The police will check to see if what you say fits with other facts that are known about what happened. A record of what happened and that you said that you did it will be kept by the police.

D. Usually the police do not fingerprint, photograph or place arrested young people under 18 in the cell block (the "jail" at the police station). If they do, they must get permission from the Family Court. If it's an emergency, they can do any of these things first and get the permission from the Family Court later.

E. Usually young people under 18 are not placed in a line-up. But with permission from the Family Court, you may be placed in one if necessary. A line-up means that you must stand in a line with a few other people so that any people who saw what happened (they are called "witnesses") can look at this line of people. They will try to pick out the person they saw do the crime if he is in the line. If the police say that they are going to place you in a line-up this is what you should remember:

1. You have a right to have a lawyer present to make sure that the rules for a line-up are obeyed. The police are supposed to explain this right to you. If they don't, ask them to. If you say that you want a lawyer there, they will let you call one. If you want a lawyer but can't afford to pay him, you have a right to have one free. The police will send your request to the Court, where a judge will appoint a lawyer for you. When your lawyer arrives, you have a right to speak to him if you want.
2. You must follow the direction of the police. For example, they may ask you to walk or stand in a certain way or to say or write something.
3. You are protected by the line-up rules. If you are required to do or say something, each of the other people in the line-up will be required to do or say the same thing. There must be at least 5 other people in the line-up. They must be the same sex, age and race as you and be similar to you physically and in the way they are dressed.

F. If further action is necessary but the police don't need to hold you to protect others or yourself, you will be "released to appear." This means that your parents (or guardian) promise in writing that you and they will come to the Juvenile Crime Prevention Division or the Family Court at a certain date and time so that what is to be done can be decided. If you and your parents do not show up when you have promised to, a judge may give a written order (called a "summons") for you and your parents to appear at the Court on a certain date. So, if you are supposed to appear at the Juvenile Crime Prevention Division or the Family Court, don't forget to be there on the right day at the right time.

G. If further action is necessary and the police feel that they must continue to hold you ("detain" you) to protect others or yourself, they will take you to one of the following three places (if you are under 12, they must get permission from the Family Court first):

1. The Cell Block (the "jail" at the police station). This is not often used for young people. Usually you will only be held here if you are unable to care for yourself or are considered dangerous to others. The police must tell the Family Court if they put you in the cell block and they must get permission from the Court to keep you there.
2. The Detention Home, Hale Ho'omalu ("The House for Care, Protection and Restriction"). As soon as you are taken here, the police must tell the Family Court the legal reason why and also why you weren't released to your parents. The person in charge of the Home will tell the

Court that you are there. The Court will have someone check out the situation. If the Court decides not to release you yet, it will hold a meeting (called a "hearing") with your parents or guardian present, to decide how much longer you should be kept at the Home. This hearing must be held no more than two days (48 hours) after you go to the Home.

3. A Shelter Home. Usually a young person is sent to stay with a family approved by the Family Court if he needs protection and care but didn't break any law. If you are placed in one of these homes, the Court will immediately be told that you are there, it will quickly check on the situation and if you are not released to your parents, hold a hearing to decide how long you should stay with the family, in the same way as it considers persons sent to the Detention Home.

IV. AT THE DETENTION HOME

Hawaii's lawmakers believe that young people can best be cared for by their parents. That's why, if you are arrested or placed under temporary police care without arrest, the police will try to notify your parents immediately. If possible, you will be released to your parents. But if your parents are unable to take care of you or you need to be protected, you may be sent to the Detention Home. These are some of the things you should remember if you are sent to the Home:

A. You will be kept at the Home for as short a time as possible.

B. If the police were not able to contact your parents before you were sent to the Home, the police or the people in charge of the Home will continue to try to contact them so that your parents know where you are.

C. If any of your things are taken by the police, they will be put in a "property bag" and you will be given a receipt. When you are taken to the Home, the police will entrust the bag to the person in charge of the Home.

D. The police will immediately tell the Family Court the legal reason(s) why they have taken you to the Home and why you weren't released to your parents' care.

E. The person in charge of the Detention Home will tell the Family Court that you are there right away.

F. An officer of the Family Court will immediately check on your case. If possible, you will be released to your parents.

G. If the Family Court officer thinks that you should temporarily continue to stay at the Home your parents will be asked to come to a meeting (called a "detention hearing") with a Family Court judge or referee. This hearing must be held no more than 2 working days (48 hours) after you enter the Home. At the hearing, the Family Court judge or referee will decide whether you should be released to your parents' care or kept at the Home. He can order that you stay there for no more than one week. At the end of the week, if you have not been released, another detention hearing must be held.

H. You have the same rights that were explained in Section II-D even if you are brought to the Detention Home or the Family Court.

V. AT THE FAMILY COURT

If you are taken or sent to the Family Court this is what you should know:

A. You will report to the Children and Youth Services Branch of the Court.

B. A probation officer of the Children and Youth Services Branch will make a beginning investigation of your case.

C. If possible, the probation officer will make an informal adjustment. This means that you will not have to see a judge or referee. However, if you and your parents and the officer have tried, and after 3 months have not been able to make an informal adjustment, your case must be reviewed by a Family Court judge or referee.

D. A referee is like a judge. He is a lawyer appointed by the Senior Judge to hear and decide cases that come before the Family Court.

E. If the Children and Youth Services Branch officer feels that Court action is necessary, he will make a written request (in a form called a "petition") for a judge or referee to hear your case.

F. If a petition is filed requesting a Court hearing, you and your parents must promise in writing to come to the Court and appear before a judge or referee on a certain date. If this promise is not made, the Court will make a written order (in the form of a "summons") for you or your parents to appear before the Court on a certain date. If you do not obey the summons, you will be arrested.

G. When a petition for a Court hearing of your case is filed, the Field Section of the Children and Youth Services Branch will begin to make a social study of you and your family. If you are charged with breaking the law but you say that you didn't do what you are charged with doing, this social study will only be begun if a judge or referee gives permission after hearing your side of the story.

H. Before the Court hearing begins, you or your parents will be told that you have a right to get a lawyer to help you if you want. You have a right to an attorney at Family Court whether you want to admit to the offense or not. You can request to speak to an attorney before you talk to the probation officer. If you cannot afford a lawyer, the Court will appoint one for you.

I. The hearing you will first go to is called an "adjudication hearing." At this hearing the Court will decide if it has a right to consider your case or whether it should be dismissed or sent to another court. If the Court decides that it has this right (called "jurisdiction") it will review your case and study all useful information, including the social study that was made. The hearing will be conducted informally and in private without a jury.

J. If the judge or referee doesn't decide what will happen to you at the adjudication hearing, another hearing will be held at another time to decide this. It is called a "disposition hearing."

1. **What if your case is going to be heard by a referee?**
   After a referee hears your case, a written notice of what he found out and the recommendations he has made will be given to your parents and to you (if you are old enough to understand it). You will be told of your right to ask a judge to review your case if you want. If, within 5 days, you do not ask for a judge to review your case, the referee's recommendations will be approved by a Family Court judge and enforced.
2. **What might the judge or referee decide to do?**
   a. Your case might be dismissed with no further action taken.
   b. You might be counseled and released.
   c. You might be put on probation. This means that the Court will release you to the care of your parents or someone else provided that you stay out of trouble. The Court may require you to report to a Probation Officer. You will be given probation rules you must follow.
   d. You may be placed under the protective supervision of your parents, some other person, or an agency (for example, the Child and Family Service).
   e. Legal responsibility for your care (called "legal custody") may be given to another family (called a "foster family").
   f. Legal custody for you may be granted to the Hawaii Youth Correctional Facility.
3. **What happens after the Court has heard your case?**
   If the final decision of the Court is against you and you do not have a lawyer to help you, the Court will explain your right of appeal to your parents and you. If you want to appeal (to have your case and the judge's or referee's decision on what is to happen to you considered again), you must file a petition within 5 days. After a hearing is held again, if you are still not satisfied with what was decided, you have a right to request the Hawaii Supreme Court to review your case.

VI. HOW TO GET A STATE IDENTIFICATION CARD

To get a State Identification (I.D.) Card, you must go to the State Identification Bureau (the phone number of 548-6430) which is just Diamond Head (east) of Iolani Palace on the Palace grounds. You must take your birth certificate or passport and Social Security card with you. (If you don't have a Social Security card, you can get one at the Social Security Administration which is at 1181 Alakea Street in downtown Honolulu.) The Identification Card will cost you $3.00.

Anyone over the age of 6 may get an Identification Card. If you are under 16, your parent or guardian must go with you to sign a Personal Identification Form. This is a paper on which you must write your name and address, where and when you were born, who your parents are, a description of yourself, and if you are a citizen of the United States or not. (You don't have to be a citizen of the United States to get a State Identification Card.)

Your fingerprints will be taken, and they will take your picture (to put on the card). If you write out the Personal Identification Form before you go to the Identification Bureau, you can get your card faster but remember that your parents must sign the form at the Bureau. You can get the Personal Identification Form at any youth project office. The Identification Bureau is open from 7:45 a.m. to 4:15 p.m., Monday through Friday. It is closed on holidays.

VII. WHAT THE LEGAL WORD MEANS

1. accused of: charged with doing something against the law.
   to accuse: to say that a person did something against the law.
2. arrest: when a policeman takes you into custody when he believes you have committed a crime.
3. arrest warrant: a written paper signed by a judge which says the policeman can arrest you.
4. to "book" a person: when a policeman officially writes in a book at the Receiving Desk at the police station the reason you were taken into custody and records date, time and other information.
5. charge(s): the offense or crime the police say that you did that made them arrest you.
   to charge: to accuse
6. to commit a crime: to do the crime
7. counterfeit money: fake money
8. to cross-examine: to ask questions to check if what you said when you were first questioned was true.
9. curfew law: a law which says that people under 18 can't be out of their homes (in a public place) between 10:00 at night and sunrise unless they are with their parents or guardian or taking care of an emergency.
10. custody: care or control over you by someone else.
11. evidence: information or things that prove what happened.
12. Family Court referee: a lawyer who is appointed as a junior judge by the senior judge and who handles most cases.
13. felony: a very serious crime for which an adult and sometimes a young person (a "minor") 16 years of age or older is punished by more than a year in prison.
    examples
    a. burglary: entering someone's house or dwelling place in order to commit larceny.
    b. aggravated battery: injuring someone on purpose or doing something on purpose to injure him.
    c. theft (first degree): stealing something worth more than $200.

   - d. negligent homicide (first degree): killing someone through very careless driving.
   - e. robbery: stealing something from someone by force or making him afraid.
   - f. arson: burning someone else's house or dwelling.

14. guardian: a person who takes care of you.
15. Intern Counsellor: a person who has the permission of the Family Court to counsel a person who has broken the law for the first time and committed a minor offense.
16. jury: a group of people who hear a legal case and who decide on the facts.
17. jail: Halawa or Honolulu Jail.
18. lawyer ("attorney"): a person whose job is to know the laws and help people with legal problems; a lawyer knows your rights and can help prove to the judge and jury what happened.
19. loitering: hanging around a place not doing anything for more than a short time.
20. legal: something based upon and allowed by the law, for example, playing pool if you're 15 years of age or older.
21. "Miranda Warning": 5 things the police must tell you if they arrest you:
    - a. that you have a right to remain silent.
    - b. that anything you say may be used against you in court.
    - c. that you have a right to have a lawyer with you when you talk to the police and answer questions.
    - d. that the Court will get you a lawyer free if you and your parents don't have the money to pay for one.
    - e. that if you begin to answer the police officers' questions without a lawyer or someone else present to help you, you can stop answering the questions whenever you want.
22. misdemeanor: a crime that is not as serious as a felony for which an adult can go to jail for a year or less.
    examples
    - a. vandalism: messing up, smashing or wrecking someone's property.
    - b. taking something out of a library without permission.
23. perjury: lying in court after you have promised to tell the truth.
24. prison: Hawaii State Prison.
25. probable cause: when the police are pretty sure (have good reason to believe) that there has been a crime, they can search anyone who they strongly believe (suspect) has done the crime. If the police find something on the person they are searching that looks like it was used in the crime, this evidence can be used as proof that the person did the crime. However, if the police did not have good reason to search the person and you or your lawyer can show (prove) this to the judge at the Family Court, the evidence that the police found while searching you cannot be used against you in court.
26. probation: when the judge allows you to go home and stay out of court or jail if you don't get in trouble again.

probation officer: a Court officer who checks, helps you, and also to see if you are staying out of trouble.

27. Public Defender: the lawyer hired by the State of Hawaii to defend a poor person accused of committing a crime.
28. resisting arrest: fighting back when a policeman tries to arrest you.
29. search warrant: a written paper signed by a judge that says a policeman can search you or your property.
30. sentence or disposition by the court: what the court decides must happen to you or be done by you if it finds that you have broken the law.
31. to sue: to file a complaint at the court against someone else.
32. summons: a written paper signed by a judge that says you must come to court on a certain day.
33. suspended sentence: a sentence which will not be enforced if you do what the judge says (for example, you may be sentenced to 10 days in jail but you won't have to go to jail if you don't get any traffic tickets during the next 6 months).
34. to testify: to tell the judge and court something after you have promised to tell the truth.
35. witness: a person who saw what happened when the law was broken and who comes to testify about it in court.

FRANK F. FASI, MAYOR
CITY AND COUNTY OF HONOLULU

LEGAL RIGHTS CARD FOR YOUTH

REMEMBER THESE THINGS IF YOU ARE ARRESTED OR PLACED UNDER THE CARE OF THE POLICE WITHOUT ARREST

1. You have a right to know why you are being arrested or placed under police care.

2. You have a right to contact your parents, a lawyer or anyone you think can help you. If you don't know a lawyer, you can call the Office of the Public Defender – 548-6273.

FOLD

3. You have a right to have your parents and a lawyer or someone else with you when you talk to the police. You can refuse to talk until they are notified and you talk to them.

4. You can get a lawyer free if you or your parents can't pay for one. The police will send your request to a judge.

5. You have a right to remain silent when the police question you. But you can give your name, address and telephone number so there's no question of who you are and so help can be gotten.

6. Anything you say to the police may be used against you in court.

7. If you begin to answer the police officers' questions without someone present to help you may stop answering the questions at any time.

8. The curfew law says that a person under 18 may not loiter ("hang around") a public place between 10 o'clock at night and sunrise the next morning. If the police stop you during the curfew hours, you can explain why you are out (for example, if you are taking care of an emergency you are not loitering) so the police can decide if you were loitering. You also have a right to remain silent if you want.

FOLD

9. If you try to stop the police from arresting you, you can be charged with an offense called "resisting arrest." If the police do something you don't think they are supposed to do, you can report it later.

10. If you think a policeman used too much force on you, you have a right to report what happened at the police station or Family Court. In order to check on what happened, the investigating police or Court officers will need to know the policeman's name, badge number, or car license number plus the names of any people who saw what happened. If you say that you were injured, they will want to see a doctor's report to support your claim.

WHY A PYRAMID PROJECT?

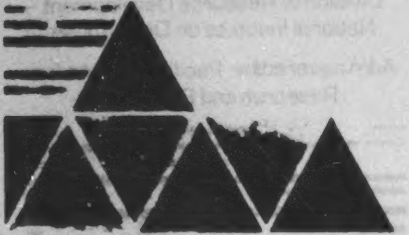
The Pyramid Project is a vital effort to involve the entire prevention community in the building of a nationwide resource development and information sharing network.

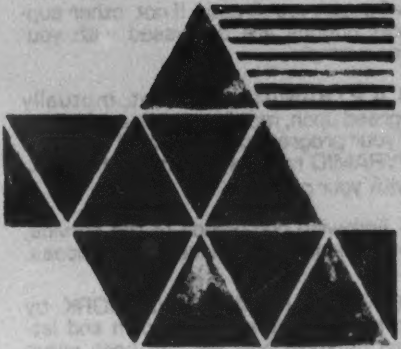
Primary prevention is being included in more and more drug abuse programs across the country. Schools, government agencies, and community action groups are developing humanitarian ways of helping people acquire constructive skills and choose meaningful alternatives to drug-taking behavior.

We feel that Pyramid can enhance these efforts by furnishing local, state and federal prevention programs with direct services, and with opportunities for the exchange of valuable materials, ideas, and people.

The Pyramid process focuses on the most effective ways to serve you and your clients. Our job is not to fund your program, to set your goals and objectives, or to evaluate your program's effectiveness. Our job is to help you do all of those things. The key concept is SUPPORT.

Pyramid is . . . . a living, growing system for the sharing of people, programs, services, resources in the interests of drug abuse prevention.

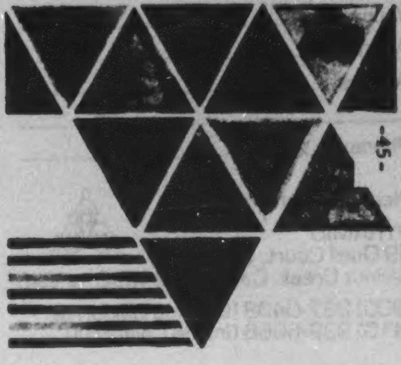




HOW CAN PYRAMID SERVE YOU?

Pyramid staff and a nationwide pool of resource people are available to provide you with information and program support in a variety of areas. Pyramid offers . . .

Innovative Strategies . . . share current theoretical developments in the field, as well as the practical experience of successful programs. **Community Relations** . . . suggest ways of enhancing awareness and acceptance of your program and enlisting active support of key community people. **Resource Development** . . . identify resources on the latest information relating to prevention, including curricula, films, and research. **Program Planning** . . . assist in the development of prevention planning for Federal, State, and community agencies. **Staff Development** . . . help staff gain increased effectiveness. **Organizational Development** . . . facilitate the development of procedures for more effective program management. **Evaluation** . . . provide consultation on evaluation techniques which will help increase your program's impact. **Media Techniques** . . . consult on the identification and use of film, videotape, and other media as program development and evaluation tools.



R.S.V.P.

☐ We would like more information about PYRAMID Services.

☐ We are sending along: a description of our program; other material we've found useful; the names, addresses and phone numbers of potential resource people; other programs to be put on your mailing list.

☐ We would like to receive the project newsletter, THE PREVENTION RESOURCE BULLETIN, which includes such features as Spotlight on the States, The Resource Corner, Program Profile, and Conference Notes.

Your name:____________________

Agency:____________________

Address: ____________________

____________________ Zip________

Phone:(____)____________________

Please mail this form to:

PYRAMID
39 Quail Court, Suite 201
Walnut Creek, California 94596, or call:
(800) 227-0438 (Outside California)
(415) 939-6666 (Inside California)

HOW DOES PYRAMID WORK?

1. You phone or mail a request, whether for information or program support, to PYRAMID headquarters...

2. PYRAMID staff participates with you in a systematic assessment of your program's needs...

3. PYRAMID may have all the necessary resources on hand. If so, staff will assist you directly. If not, other support options are discussed with you. For example...

4. A PYRAMID consultant, mutually agreed upon, may be sent to assist you. If your program cannot afford the cost, PYRAMID may pay or share the cost with your program.

5. Following completion of the service, we will ask you to evaluate the process.

JOIN THE PYRAMID NETWORK by completing the attached form and letting us know how we can best serve you and your clients. We're depending on you—as our eyes and ears in the field—to keep us attuned to critical program and information needs. Please tell us not only what services you can use, but also what resources you've found that might help other prevention programs.

PYRAMID

A Resource Sharing Network for Drug Abuse Prevention

A Project of:
Prevention Branch
Division of Resource Development
National Institute on Drug Abuse

Administered by: Pacific Institute for Research and Evaluation

NATIONAL CENTER

Dr. Robert Sigler
University of Alabama
Volunteer Resources Center
Criminal Justice Program
P. O. Box 1935
University, Alabama 35486
(205) 348-7027

---or---

Judge Keith J. Leenhouts, Director
VIP Division of N. C. C. D.
200 Washington Square Plaza
Royal Oak, Michigan
(313) 398-8550

REGIONAL CENTERS

(Rhode Island, Connecticut, Massachusetts, New Hampshire, Maine)
Dr. Romine R. Deming
Northeastern University
College of Criminal Justice
Boston, Massachusetts 02115
(617) 437-3327

(Maryland, Pennsylvania, New Jersey, Delaware)
Dr. Walter J. Wassmer
Delaware Technical & Community College
Stanton Campus
P. O. Box 1260
Newark, Delaware 19711
(302) 368-6900

STATE CENTERS

Ms. Pat Drabant
PACT (People Acting for Change Together)
4612 Woodward Avenue
Detroit, Michigan
(313-965-6090

Milton Benoit
New York State Executive Department
Volunteer Services-Division for Youth
84 Holland Avenue
Albany, New York 12208
(518) 474-3167

Bertis H. Sellers
State of North Carolina
Department of Social Rehabilitation & Control
Office of Probation
831 West Morgan Street
Raleigh, North Carolina 27603
(919) 829-7333

Donald S. Knueve
Ohio Association of Volunteers in Criminal Justice
c/o Defience County Juvenile Probation Department
Defience, Ohio 43512
(419) 782-4181

National Federation of State Youth Service Bureau Associations

Henry Kuykendall, Executive Director
White Plains Youth Bureau
55 North Lexington Avenue
White Plains, New York 10601

Members of the Board of Directors

Archie Criglar
Sangamon County Youth Service Bureau
1205 South 8th Street
Springfield, Illinois 62708

Meade Birchette
Kalamazoo Youth Service Bureau
239 East Michigan
Kalamazoo, Michigan 49001

Sallie Harner
Community Youth Service Bureau
2147 Central Avenue
Cincinnati, Ohio 45214

Raymond Robinson (Youth Representative)
Scioto County Youth Council
1318 12th Street
Portsmouth, Ohio 45662

Martha Wadsworth
Project Y. E. S.
845 South Irving Street
Denver, Colorado 80217

Dennis Morgan
Porter County Youth Service Bureau
104 Chicago Street
Valparaiso, Indiana 46383

Jon W. Eklund
N. E. D. A. C.
65 Chestnut Street
Montclair, New Jersey 07042

Joel Ungrodt
Fond Du Lac County Y. S. B.
174 West Division Street
Fond Du Lac, Wisconsin 54935

Jack Healy
Connecticut Association
599 Thompson Avenue
East Haven, Connecticut 06512

Carolyn Rogers
Bippy Youth Service Bureau
City Building
Bowie, Maryland 20715

Paul Dennis
New Rochelle Youth Bureau
New Roclelle City Hall
New Rochelle, New York 10801

National Headquarters
National Urban League
Vernon E. Jordan, Executive Director
500 East 62nd Street
New York, New York 10021
(212) 644-6500

Regional Offices :

Central Regional Office
Clarence N. Wood, Director
55 East Monroe Street, Suite 1624
Chicago, Illinois 60603
(312) 782-7730

Eastern Regional Office
Ms. Mildred Love, Acting Director
477 Madison Avenue, 17th Floor
New York, New York 10022
(212) 935-9720

Research Department
Dr. Robert B. Hill, Director
733 15th Street, N. W., Suite 1020
Washington, D. C. 20005
(202) 783-0220

Southern Regional Office
Clarence E. Thomas, Director
1900 Emery Street, N. W., Suite 310
Atlanta, Georgia 30318
(404) 351-9750

Western Regional Office
Henry A. Talbert, Director
5455 Wilshire Boulevard, Suite 1908
Los Angeles, California 90043
(213) 933-7293

Washington Bureau
Ronald H. Brown, Director
425 13th Street, N. W., Suite 515
Washington, D. C. 20004
(202) 393-4332

This two-volume Report has listed numerous organizations without going into detail about their individual programs for youth. It is best to write to the regional office nearest you to obtain reports and other related materials about their programs for youth. In writing to any of the organization listed, for best results it is requested that you mention that you read about them in this Report of the National Network of Youth Advisory Boards. We are interested in keeping informaed of any innovative programs your organization completes so that we might share this information with other youth organizations around the country.

ACTION REGIONAL OFFICES

Region I
John W. McCormack Federal Building
Room 1420
Boston, Massachusetts 02109

Region II
26 Federal Plaza
16th Floor, Suite 1611
New York, New York 10007

Region III
320 Walnut Street, Suite 600
Philadelphia, Pennsylvania 19106

Region IV
730 Peachtree Street, N. E.
Room 895
Atlanta, Georgia 30308

Region V
1 North Wacker Drive
3rd Floor, Room 322
Chicago, Illinois 60606

Region VI
Corrigan Tower Building
Suite 1600
212 North St. Paul Street
Dallas, Texas 75201

Region VII
II Gateway Center, Suite 330
4th and State
Kansas City, Kansas 66101

Region VIII
514 Prudential Plaza
1050 17th Street
Denver, Colorado 80401

Region IX
100 McAllister Street, Room 2400
San Francisco, California 94102

Region X
1601 Second Avenue
Seattle, Washington 98101

Domestic Programs of Action

ACTION CITIES
ACTION COOPERATIVE VOLUNTEER PROGRAM (ACVP)
ACTIVE CORPS OF EXECUTIVES (ACE)
CITY-COUNTY-REGIONAL VOLUNTEER PROGRAM (CCR)
FOSTER GRANDPARENTS PROGRAM (FGP)
MINI-GRANTS
NATIONAL STUDENT VOLUNTEER PROGRAM (NSVP)
PROGRAM FOR LOCAL SERVICES (PLS)
RETIRED SENIOR VOLUNTEER PROGRAM (RSVP)
SENIOR COMPANIONS PROGRAM (SCP)
STATE VOLUNTEER SERVICES COORDINATOR PROGRAM
UNIVERSITY YEAR FOR ACTION (UYA)
VETREACH
VOLUNTEERS IN JUSTICE (VIJ)
VOLUNTEERS IN SERVICE TO AMERICA (VISTA)
VISTA RESOURCE SPECIALIST (VRS)
YOUTH CHALLENGE PROGRAM (YCP)

International Programs of Action

PEACE CORPS

HOW TO USE THE FREEDOM OF INFORMATION ACT

The Act says that any "person" may make a request under the Freedom of information Act. You do not have to offer any reason or explaination for your request.

You must be able to reasonably describe the information you want. You do not need to know the specific document or docket number, but your request must be specific enough to permit a government employee reasonably familiar with the agency to identify the information you are seeking.

Call the agency involved identifying yourself, and ask to speak to the information officer or agency press officer. Make a point of telling any officials you talk with that you intend to make a formal request, and if denied, to take an appeal, and if denied, to file a law suit.

The Act contains a punitive provision which declares that an "arbitrary" or "capricious" denial of information sought under the Act can subject the government employee to administrative penalties including the loss of salary by the Civil Service Commission. It would be a good idea for you to find out by telephone which official has made the decision to refuse to release the information, and to inform that official that you consider the information clearly releasable under the Act and that you consider denial to information to be clearly "arbitrary" under the Act.

The mention of the penalty provision in your negotiation with the agency is expected to frequently have the effect of causing lower level government employees either to release the information, or to pass the decision on to the next higher level— but not to turn you dowm because the lower level government official does not wish to assume the financial penalty of a salary suspension.

You should obtain some idea of the volume of the information you want (either from agency officials or outside sources) and should be able over the telephone to decide about how long it should take the agency to "search" for the information. Therefore, inquire about the search fees which the agency may impose on you. If you think these fees are too high (perhaps to discourage you), complain to the press office or to the general counsel's office.

If you think the fees are too high -- or the fee is fair but the volume makes it too expensive -- you may request a "waiver" of the fees. The agency is required to waive the fee, in whole or in part, when it decides that the "information can be considered as primarily benefitting the public interest." In addition, some agencies have promulgated regulations allowing fee waivers when the agency determines that release of the information would "be in the interest of the agency."

If you believe that the document production costs or the time to reproduce the documents would cause delays, you may save both time and money by agreeing to visit the agency and inspect the documents in person. Most government agencies will make a typewriter available to take notes on, and once you are there, they might let you do modest copying without charge.

Bear in mind that the standard commercial copying cost is usually between 15 and 25 cents a page, and that any government charge in excess of 25 cents a page (to cover cost of paper and operator) would appear to be an effort to discourage you.

If all else fails, you should write a letter to the agency you think has the information and send a copy to the Freedom of Information Officer. It might help to send a copy to the Division head and the general counsel for the Department.

For best results, you should consult agency regulations to determine which department within the agency actually has the information you seek, and send your request directly to the Freedom of Information officer. When in doubt about which department actually has the information, send your request to the main agency. The main agency will then forward the request to the appropriate department.

If your request is denied by the Secretary, or head of the agency, Commission, or Department, or if you letter is not answered within 20 working days, you may file a Freedom of Information Act law suit in the United States District Court most convenient to you. The Act provides that your suit must be given "expedited" treatment which means your case, if it has been properly filed, will be given precedence over other litigation.

Filing a complaint under the Act should be relatively inexpensive. After you file your complaint, the burden is on the government to come forward and justify the withholding of the information. The Courts are becoming more demanding on the government for precise and detailed reasons why the government refuses to release the information. It is at this point---when the government replies---that you should have an idea of how much it would cost to continue the law suit.

The Act provides for the payment of your attorneys fees and costs if a judge decides that the government has "arbitrarily" withheld the information.

Passage of the 1974 amendments to the Federal Freedom of Information Act placed a duty on each Federal agency to promulgate detailed regulations implementing the substance of the amendments and outlining information request procedures, appeal procedures, and search and duplicating costs.

Federal agency implementation of the amendments has varied, both in procedures to search for the requested information, and in the fees to be charged for search and duplication.

For additional information concerning the Freedom of Information Act, contact your Congressman, or one of the following:

The Reporters Committee for
Freedom of the Press
Legal Defense & Research Fund
1750 Pennsylvania Avenue, N. W.
Washington, D. C. 20006
(202) 298-7460

Freedom of Information Clearinghouse
P. O. Box 19367
Washington, D. C. 20036

NINE EXEMPTIONS

The exemptions of information not available under the FOI Act are as follows:

(1) (A) specifically authorized under criteria established by an Executive order to be kept secret in the interest of national defense or foreign policy and

(B) are in fact properly classified pursuant to such Executive order.

(2) related solely to the internal personnel rules and practices of an agency.

(3) specifically exempted from disclosure by statute.

(4) trade secrets and commercial or financial information obtained from a person and privileged or confidential.

(5) inter-agency or intra-agency memorandums or letters which would not be available by law to a party other than an agency in litigation with the agency.

(6) personnel and medical files and similar files, the disclosure of which would constitute a clearly unwarrented invasion of personal privacy.

(7) investigatory records compiled for law enforcement purposes, but only to the extent that the production of such records would (A) interfere with the enforcement proceedings, (B) deprive a person of a right to a fair trial or an impartial adjudication, (C) constitute an unwarranted invasion of personal privacy, (D) disclose the identity of a confidential source and, in the case of a record compiled by a criminal law enforcement authority in the course of a criminal investigation, or by an agency conducting a lawful national security intelligence investigation, confidential information furnished only by the confidential source, (E) disclose investigative techniques and procedures, or (F) endanger the life or physical safety of law enforcement personnel.

(8) & (9) These are special-interest exemptions relating to banking and oil well information which are not relevant to most applications of the Act.

SAMPLE REQUEST LETTER

(Name and Address
of Government Agency)
(Washington, D. C. or your local branch office
of the agency usually will do for the address)

Dear Sir or Madam:

Pursuant to the Freedom of Information Act, 5 U. S. C. 552, I

hereby request access to (or a copy of) (describe the document containing the information that you want).

If this request is denied either in whole or in part please inform me as to your agency's appeal procedure. If any expenses in excess of $___ are incurred in connection with this request, please inform me of all such charges prior to their being incurred for my approval. If you do not grant my request within 10 working days, I will deem my request denied.

Thank you for your prompt attention to this matter.

Very truly yours,

____

SAMPLE APPEAL LETTER

Name or head of G
(Name or Head of Government Agency or
Department and Address)

Dear Secretary______________:

By letter dated (month) (day), (year), I requested access to (use same description as in request letter). By letter dated (month) (day), (year), Mr. /Ms. __________ of the Office of Public Information (usually) of your agency denied my request. Pursuant to the Freedom of Information Act, 5 U. S. C. 552, I hereby appeal that denial. I have enclosed a copy of my request letter and the denial that I have received.

If you do not act upon my appeal within 20 working days I will deem my request denied.

Very truly yours,

____

The following list represents a variety of publications and resource materials. While many of the resources are free, some publications are available at a small cost. This list does not give an endorsement to the programs or publications, but merely a reference guide to interesting resources.

Basic Tools for Recruitment of Volunteers
A portfolio explaining the specifics of recruiting volunteers, determining agency needs, using media, etc.
(Cost $2.50)
Voluntary Action Center
64 East Jackson Street
Chicago, Ill. 60603

Children Without Justice
A report on a four-year study on juvenile justice.
(Cost $2.00)
National Council of Jewish Women
1 West 47th Street
New York, N. Y. 10036

A Case Study Series: Sexual Health Programs Involving Youth
Nine Studies highlighting different types of current sexual health and education services.
(Cost 50¢)
Youth & Student Affairs
Planned Parenthood/World Population
810 7th Avenue
New York, N. Y. 10019

Alcohol: Facts Behind the Rumors Behind the Myths
A book that explores different areas of alcohol education.
(Cost $1.00)
Do It Now Foundation
P. O. Box 5115
Phoenix, Arizona 85010

Need A Lift? Educational Opportunities
(Cost 50¢)
Outlines financial aid programs.
The American Legion
P. O. Box 1055
Indianapolis, Indiana 46206

The View From Our Side: Sex and Birth Control for Men
Sexual health information for teen-aged boys.
(Cost $1.00)
Emory University Family Planning Program
Publications Section
Box 26069
80 Butler Street, S. E.
Atlanta, Ga. 30303

The Drug Information Primer
A basic description of the dynamics of drugs, with a bibliography.
(Cost $2.00)
Drug Information Center
University of Oregon
1678 Columbia
Eugene, Oregon 97403

Teenage Pregnancy: A Major Problem for Minors ---and---
The Right to Choose
Sexual activity and inadequate teen-age services are discussed in the first fact sheet, and facts and figures on abortion are discussed in the second fact sheet.
(Cost Free)
Zero Population Growth
1346 Connecticut Avenue, N. W.
Washington, D. C. 20036

The Drinking Question: Honest Answers to Questions Teenagers Ask About Drinking
A question and answer pamphlet discusses issues such as alcohol abuse, social drinking, effects of alcohol, etc.
(Cost Free)
NIAAA National Clearinghouse for Alcohol Information
Box 2345
Rockville, Maryland 20852

Bibliography on Drug Abuse: Prevention, Treatment, Research
366 entries on article and books.
Entries on 366 articles and books.
(Cost $6.95)
Human Service Press
5530 Wisconsin Avenue, N.W.
Washington, D.C. 20015

So You Want to Help Me-- A Handbook for Volunteers
A general overview of counseling techniques techniques presented from the point of view of the person receiving aid.
(Cost 80¢)
Counseling Services Associates
215 Kalorama Street
Staunton, Virginia 24401

Publications of the Social and Rehabilitation Service
A bibliography of available books and pamphlets on a variety of topics.
(Cost Free)
SRS Publications Distribution Section
Room G-115B
330 "C" Steeet, S. W.
Washington, D.C. 20201

Books for Organizers: Tools for Effective Political Action
A catalogue listing books on topics such as fund raising, media skills, education, minority organizing, etc.
(Cost Free)
Organizers' Book Center
P. O. Box 21066
Washington, D. C. 20009

Accountability in Drug Education
A study for persons involved in drug education planning and teaching on a community level.
(Cost $2.25)
The Drug Abuse Council
1828 "L" Street, N. W.
Washington, D.C. 20036

Basic Educational Opportunity Grant Program Application
(Cost Free)
Application for grant to students with need.
Basic Grants
Department of Health, Education and Welfare
Office of Education
Washington, D. C. 20202

Meeting College Costs
--and--
Parent's Confidential Statement Booklet
College Scholorship Service
College Entrance Examination Board
Box 176
Princeton, New Jersey 05540
---or---
Box 1501
Berkeley, California 94701

Ten Heavy Facts About Sex
Protect Yourself From Becoming an Unwanted Parent
Gut News for Modern Eaters
Juice Use—Special Hangover Edition
What Do You Do When You're All Drug Doubt?
V.D. Claptrap—Don't Pass It Around
(Cost 35¢ per topic)
Comic book format publications on a variety of topics.
Institute for Family Research and Education
760 Ostrom Avenue
Syracuse, New York 13210

Annotated Drug and Alcohol Bibliographies
A guide to materials in the prevention, treatment and research fields contains 400 entries.
(Cost $4.00)
The National Coordinating Council on Drug Education
1526 18th Street, N. W.
Washington, D. C. 20036

The following recent publication are available from the Government Printing Office, but copies of these publications should be requested through the office of your Representative or one of your U. S. Senators:

State and County Probation— Systems in Crisis, Dept. of Justice, L. E. A. A.

Diversion of Youth from the Juvenile Justice System, Dept. of Justice, L. E. A. A.

Public Opinion Regarding Crime, Criminal Justice and Related Topics, by Michael J. Hindelang, Department of Justice, L. E. A. A.

New Directions in Processing of Juvenile Offenders: The Denver Model, by Lawrence E. Cohen, Department of Justice, L. E. A. A.

Decision-Making in the Criminal Justice System: Reviews and Essays, edited by Don M. Gottfredson, Department of H. E. W., Institute of Mental Health , publication no. (ADM) 75-238

Mental Health and Law: A System in Transition, by Alan A. Stone, Department of H. E. W., Institute of Mental Health, publication no. (ADM) 75-176

Observing the Law: Applications of Field Methods to the Study of the Criminal Justice System, by George J. McCall, Department of H. E. W., Institute of Mental Health, publication no. (ADM) 75-246

The Answer Book: Answers to the Most Asked Questions About Alcohol, Department of H. E. W., Institute on Alcohol Abuse and Alcoholism, publication no. (ADM) 76-294

National Directory of Drug Abuse Treatment Centers, Department of H. E. W., Public Health Service, publication no. (ADM) 76-321

Doing Drug Education: The Role of the School Teacher, Dept. of H. E. W., Public Health Service, publication no. (ADM) 75-232

Why Evaluate Drug Education?: Task Force Report, Dept. of H. E. W., Public Health Service

Beyond the Three R's: Training Teachers for Effective Education, Dept. of H. E. W., Public Health Service

Operational Definitions in Socio-Behavioral Drug Use Research, edited by Jack Elinson & David Nurco, Dept. of H. E. W., Institute on Drug Abuse, publication no. (ADM) 76-292

Young Men and Drugs: A Nationwide Study, by John O'Donnell, et al., Dept. of H. E. W., Institute on Drug Abuse, publication no. (ADM) 76-311

Effects of Labeling the "Drug Abuser": An Inquiry, by Jay R. Williams, Dept. of H. E. W., Institute on Drug Abuse, publication no. (ADM) 76-320

Teenage Delinquency in Small Town America, Dept. of H. E. W., Public Health Service, publication no. (ADM) 75-138

Alternatives to Drug Abuse: Steps Towards Prevention, by Allen Y. Cohen, Dept. of H. E. W., Public Health Service, NCDAI publication no. 14

The Extra Advantages of Family Planning, Dept. of H. E. W., Public Health Service, publication no. (HSA) 75-16012

The Hassles of Becoming a Teenage Parent, Dept. of H. E. W., Health Services Administration, publication no. (HSA) 75-16013

Consumer H-E-L-P
A pamphlet describing the
consumer programs of the Center.
(Cost Free)
Consumer Protection Center
The National Law Center
2000 "H" Street, N. W.
Suite 100
Washington, D. C. 20006

Information Needs of Urban Residents
A literature overview on information
needs in rural areas.
(Cost Free)
Office of Education
Division of Library Programs
Department of Health, Education
and Welfare
Washington, D. C.

Tool Catalog: Techniques and Strategies
for Successful Action Programs
Guide for planning action programs.
A. A. U. W. Sales Office
2401 Virginia Avenue, N. W.
Washington, D. C. 20037

The Neighborhood Information Center
A pamphlet on designing a neighborhood
information center.
(Cost Free)
The National Center for
Voluntary Action
1785 Massachusetts Avenue, N. W.
Washington, D. C. 20036
Also ask for Volunteer Recruiting and
Recruiting Low Income Volunteers.

The following documents are related to studies completed in Texas over a variety of topics of interest to youth:

Office of Early Childhood
Development State Plan
Office of Early Childhood Development
Texas Department of Community Affairs
P. O. Box 13166, Capitol Station
Austin, Texas 78711

Texas Commission on Services to
Children and Youth Recommendations
Texas Commission on Services to Children
and Youth
Texas Department of Community Affairs
P. O. Box 13166, Capitol Station
Austin, Texas 78711

A Plan for Child and Youth Care in
Texas: Fourteen Recommendations
Interagency Task Force on Youth
Care & Rehabilitation
Office of the Governor
State Capitol Building
Austin, Texas 78711

Texas Youth Council Juvenile
Corrections Master Plan
Texas Youth Council
201 East 14th Street
Austin, Texas 78702

House Human Resources Committee
Interim Study on Child Care
House of Representatives
Human Resources Committee
State Capitol Building, Room 417-A
Austin, Texas 78711

Criminal Justice Division Juvenile
Delinquency Prevention Programs
Governor's Criminal Justice Division
P. O. Box 1828
Austin, Texas 78767

Because the above mentioned reports constitute substantial bulk and received only limited distribution, free copies of these materials will not be available. However, youth directors interested in securing some of these reports might inquire as to the cost of duplication and mailing.

Recruiting Volunteers--Views, Techniques and Comments
Approaches to recruiting volunteers.
(Cost 75¢)
National Center for Voluntary Action
1785 Massachusetts Avenue, N. W.
Washington, D. C. 20036

A Look at Child Abuse
A review of information towards meeting the problems of abuse.
(Cost $3.50)
National Committee for the Prevention of Child Abuse
Department 1Z
Suite 510
111 East Wacker Drive
Chicago, Illinois 60601

Opinions in Education
A transcript of a four-part series of radio shows exploring alternative schooling.
(Cost $1.00)
National Public Radio
2025 "M" Street, N. W.
Washington, D. C. 20036

Alternative Curriculum
A listing of low cost resources for social change oriented curriculum dealing with the law, environmental education, Black studies, etc.
(Cost $2.00)
The Alternative Schools Network
1105 West Lawrence
Room 210
Chicago, Illinois 60640

Alternatives
Booklet for individuals and communities that want to know about alternatives to drug abuse. Useful list of model programs and books and articles on alternatives.
(Cost Free)
Clearinghouse for Drug Abuse Information
P. O. Box 1701
Washington, D. C. 20013
Refer to DHEW Publication No. (ADM) 76-388

The Manual for Student Expression: The First Amendment Rights of the High School Press
A guide to the First Amendment problems in student journalism
(Cost $1.00)
Student Press Law Center
1750 Pennsylvania Avenue, N. W.
Washington, D. C. 20006

Human Work for Human Needs
A catalogue of 171 effective and innovative anti-poverty projects.
---and---
The National Center Reporter
A monthly magazine reporting on housing, health, etc.
(Cost $5.00 for Human Work for Human Needs, subscription price for Reporter available upon request.)
The National Center for Community Change Action
1711 Connecticut Avenue, N. W.
Washington, D. C. 20009

Citizen's Action Guide: Comprehensive Employment and Training Act (CETA)
A guide designed to help citizens take part in manpower program planning and also a bibliography of related organizations.
---and---
Citizen Involvement in Community Development
A guide to influencing local government spending under Community Development Block Grants.
(Cost $1.50 for each publication)
Center for Community Change
1000 Wisconsin Avenue, N. W.
Washington, D. C. 20007

Youth Information Digest
An annual directory of youth oriented organizations.
(Cost $6.00 per year)
Washington Workshop Press
1111 Munsley Building, N. W.
Washington, D. C. 20004

What Now? Under 18 and Pregnant
The first in a series on female
health care.
(Cost $2.00)
Origins, Inc.
140 Washington Street
Salem, Mass. 01970

Report on the Opinions and Experiences of Oregon Youth
A 1976 survey of high school
students regarding a variety of
subjects.
(Cost Free)
Oregon Governor's Commission
on Youth
555 13th Street, N. E.
Salem, Oregon 97310

College Bound
--and--
Planting Seeds through Motivation
(Price upon request)
Booklets concerning motivation
and college preparation that are useful
for high school aged youth.
Bertha K. Collins, Mayor's Assistant
for Youth Affairs
Mayor's Council on Youth Opportunity
1000 Throckmorton
Ft. Worth, Texas 76102

H. E. W. Fact Sheet
A pamphlet informing students
about the five financial aid
programs offered by the government.
Ask for publication No. (OE) 76-17907
Department of Health, Education
and Welfare
Office of Education
Washington, D. C. 20202

Directory of the Child Advocate
A directory of organizations that are
involved in child-related legislation.
(Cost $3.00)
Day Care and Child Development
Council of America
1401 "K" Street, N. W.
Washington, D. C. 20005

M*A*S*H (Mostly About Sex and Other Hassles)
Geared toward youth between
10 and 13, and discusses the
emotional and physical changes
that occur in these years.
(Cost 15¢)
Planned Parenthood of Central
South Carolina
2719 Middleburg Drive
Columbia, S. C. 29204

Youth and the Law
A comic book format booklet on
juvenile justice.
(Cost Free)
the centre, inc.
1035 West Lawrence Avenue
Chicago, Illinois 60640

Uplift: What People Themselves Can Do
Description of 100 self-help projects
on topics of health, job training, etc.
(Cost $5.00)
Project Uplift
Washington Consulting Group
1800 Wisconsin Avenue, N. W.
Washington, D. C. 20007

Evaluation of Services Integration Demonstration Projects ---and---
Needs Assessment ---and---
Roles of Cities in Human Services ---and---
Approaches to Human Services Planning ---and---
Approaches to Budgeting & Cost Analysis
A series of bibliographies that provide
information on publications on a variety
of topics.
(Cost Free)
Anne L. Mehringer, Project Manager
Project Share
P. O. Box 2309
Rockville, Maryland 20852

The Self-Evaluation Handbook for Hotlines and Youth Crisis Centers
A useful tool for evaluation of programs.
(Cost Free)
Michael Baizerman, Ph.D., Director
Center for Youth Development and Research
48 McNeal Hall
University of Minnesota
St. Paul, Minnesota 55108

Journal for the Institute for Responsive Education
A quaterly publication of the Institute, and a source of resources for innovation in the area of education.
(Cost Free)
Barbara Prentice, Editor
Journal
Institute for Responsive Education
704 Commonwealth Avenue
Boston, Massachusetts 02215

The Neighborhood Resource Center Network
A pamphlet outlines a design for involvement between institutions and citizens through resource centers.
(Cost Free)
Box 5666
North Carolina State University
Raleigh, North Carolina 27607

Citizen Participation: A Casebook in Democracy
A series of essays on citizen participation.
(Cost $2.95)
Community Action Training, Inc.
162 West State Street
Trenton, New Jersey 08608

Citizen Participation
Pamphlet discusses citizen involvement in decision-making.
(Cost Free)
The National League of Cities
1620 Eye Street, N. W.
Washington, D. C. 20036

Resources for Youth Newsletter
A quarterly newsletter with items of interest on innovative youth-directed programs.
(Cost Free)
Ms. Claire Pettengill, Staff Writer
Resources for Youth Newsletter
National Commission on Resources for Youth
36 West 44th Street
New York, New York 10036

Offender Employment Review Newsletter
This publication emphasis is directed towards employment of persons seeking employment after release from prisons.
(Cost Free)
National Clearinghouse on Offender Employment Restrictions
1705 DeSales Street, N. W. Suite 600
Washington, D. C. 20036

The Education of Adolescents: The Final Report and Recommendations of the National Panel on High School and Adolescent Education
A useful guide to innovation in education complete with recommended readings. Publication no. (OE) 76-00004
(Cost Free)
Office of Education
Department of Health, Education and Welfare
Washington, D.C. 20202
**Also ask for Report to the Nation Panel on High Schools and Adolescent Education, 1972 & 1973.
Other publications of the Office of Education:
Special Report: Summer Projects
A Chance for Change: New School Programs for the Disadvantaged
Pacesetters in Inovation
Manual of 1,500 Educational Projects Emphasizing Innovative Techniques
It Works
Extended Use of School Facilities
Profiles in Quality Education
Improving Education Through ESEA

Taking Off
An organizational handbook and resource guide for nontraditional higher education.
(Cost- price upon request)
Center for Alternatives
In/To Higher Education
1118 South Harrison Road
East Lansing, Michigan 48823

Ways and Means Handbook
Description of money-making ideas.
(Cost 25¢)
Sperry and Hutchinson Company
Consumer Services Division
2900 West Seminary Drive
Fort Worth, Texas 76133

Oversight Hearing on Comprehensive Employment and Training Act, Part I
A useful reading on the topic.
(Cost Free)
Manpower, Compensation, and Health and Safety Subcommittee
House Education and Labor Committee
2181 Rayburn House Office Building
Washington, D. C. 20515

Catalogue of Federal Youth Programs
Listing of youth programs
(Cost Free)
Office of Youth Development
Office of Youth Activities
Department of Health, Education and Welfare
200 Independence Avenue, S. W.
Washington, D. C. 20202

The following recent publications are available from Senator Birch Bayh, Chairman of the Senate Subcommittee to Investigate Juvenile Delinquency, United States Senate, Washington, D. C. 20510:

Ford Administration Stifles Juvenile Justice Program
Nature, Extent and Cost of School Violence and Vandalism
School Violence and Vandalism: Models and Strategies for Change
Juvenile Delinquency Annual Report, 1975

The following publications are for sale by the Government Printing Office, but they may be available at no cost by requesting the publications from one of your U. S. Senators or your Representative:

Diversion from the Juvenile Justice System (Publication No. S/N 027-000-00241-2)
Runaway Youth: Annotated Bibliography and Literature Overview
White Paper on Drug Abuse, September 1975: A Report to the President from the Domestic Council (Publication No. 041-010-00027-4)
Child Abuse and Neglect: The Problem and Its Management, Volumes I, II, III

The following represents additional resources available at no cost from various departments of the Federal government. When requesting these publications, also ask to receive a publications directory for the department.

Child Welfare in 25 States--An Overview, available from the Department of Health, Education and Welfare's National Center for Child Advocacy, Children's Bureau, 400 6th Street, S. W., Washington, D. C. 20201.

Building A Community Responce to Child Abuse and Maltreatment, by Douglas J. Besharov, available from the Department of Health, Education and Welfare's Office of Child Development, P. O. Box 1182, Washington, D. C. 20013. Refer to Children's Bureau Publication No. (OHD) 76-30084.

WHAT TO DO IF YOU ARE SEXUALLY ASSAULTED

** *Immediately call the Rape Treatment Center hotline*--someone is waiting there to help you 24 hours a day, seven days a week. CALL 325-RAPE (325-7273).

If you need transportation to the center, a police officer will be called to escort you whether or not you wish to report the crime.

At the center you will be given the confidential and compassionate medical and psychological treatment you need. The sooner you get it, the easier it will be for you to get over this traumatic experience. Persons close to you will also be counseled to give you the emotional support you require.

** *Do NOT douche, shower or change your clothes.* Instead, bring clean clothes to change into after your examination. It will be your decision whether or not you want to report this matter to the police. Your first reaction may be that you don't want to, but later you are likely to change your mind. If you douche, shower or wash your clothing, you may destroy valuable evidence you'll wish you had preserved.

** Above *all, remember that there is no more reason for you to feel guilt, shame or embarrassment than if you had been the victim of a mugging.* You were the innocent victim and there are a great many people in this community who are ready, able and anxious to help you.

FOR FURTHER INFORMATION, CALL

Muriel Solomon
Director

Suzanne Tindall
Education Officer

at the
Rape Awareness Public Education Office
Telephone: (305) 547-7810
a United Way-supported agency

COMMON SENSE PRECAUTIONS

IN YOUR HOME

KEEP THOSE DOORS LOCKED

Invest in sturdy chains and dead-bolt locks--and use them. Install metal screens over the inside of jalousie doors and metal gratings over jalousie windows. If you're in the backyard, be sure the front door is locked and vice versa. Close the garage door when you leave; don't advertise that your house is empty. Tighten or replace faulty hinges on outside doors so that someone can't break in with just a strong shove.

DON'T HIDE AN EXTRA KEY

In the mailbox or under the mat--those are the first places a burglar looks. Give the key to a close friend or trusted neighbor. When you move into a home or apartment, or if you lose your keys, have new locks installed to prevent former occupants and others from opening your door. Read your lease before signing. If you are required to give the manager a duplicate key, ask for a stipulation that he be responsible for keeping the key in his possession and not giving it to any other person so that only the manager may unlock your door for emergency repairs.

DON'T OPEN THE DOOR TO STRANGERS

Install a peephole to allow you to see who's there without being seen yourself. Train your young children not to answer the door--you go instead. Require identification from repairmen, utility men, salesmen and policemen. Ex-

amine it carefully before removing the chain lock. Uniforms and badges can be stolen. If in doubt, call the company or agency to verify the I.D. If you're told the apartment manager called the repairman, check first with the manager. If someone wants to use your phone in an emergency, offer to make the call for him while he waits outside.

BE ALERT TO SUSPICIOUS PHONE CALLS

Never reveal to a telephone caller that you are alone nor give him your name and number. Warn children not to give information to strangers about who is home with them, who has gone out or when they're expected back. Don't answer such personal questions for surveys as, "Do you live alone?" If you get a series of phone calls with the pattern that when you answer the other person hangs up, report this to the police--a burglar could be preparing a time chart to find out when you're away from home. If you get an obscene telephone call, blow a whistle directly into the mouthpiece. Or partially cover the mouthpiece and in a stage-whisper say, "That's the one, officer." Should the calls continue, contact the police and the telephone company.

DON'T ADVERTISE THAT YOU LIVE ALONE

List two first initials with your last name in the telephone book and on the mailbox. Consider adding "dummy" names to the mailbox so that it appears you have roommates. At night, be sure to close draperies and shades.

AVOID DESERTED AREAS IN YOUR BUILDING

If the laundry room is secluded, arrange with a neighbor to do your washing at the same time. Get other tenants to join in demanding good lighting in hallways and entrances. If a suspicious-acting man follows you into an elevator, pretend you have forgotten something and get out. If alone, stand next to the control panel, prepared to push the button for the next stop or the alarm.

CHECK OUTSIDE YOUR HOME OR APARTMENT

Be sure there are no overgrown bushes behind which someone could lurk. Insist that parking areas and garages are well-lighted. Leave at least one light burning both inside and outside your home when away. An automatic timer can turn lights on when you are not there. If you notice a car that keeps circling the block or a loitering stranger or a suspicious sound outside at night, don't go outside to investigate--call the police. If you return to find your home is not exactly as you left it, don't enter--call the police.

ON THE STREET

AVOID WALKING ALONE

Use the buddy system. Go to your car or a bus stop with a friend, co-worker or schoolmate. Don't shortcut through vacant or parking lots. Walk away from doorways and shrubbery. Stay near the curb, on the side of the street *facing the traffic* in order to see all approaching vehicles and to avoid being pulled into a car. Should a car pull along side of you, walk behind it and cross the street.

DON'T TALK TO STRANGERS

If someone starts walking beside you or making suggestive remarks, go into the nearest store or business. Don't stop to give directions to a driver or pedestrian, especially at night. You could be pulled into a car or an alley.

WALK WITH A PURPOSE

Look confident--the rapist seeks a vulnerable target. Walk briskly, as if you know exactly where you are going. Don't walk alone if you are sick, upset, drunk, depressed or high. Plan your route to avoid unlit areas, vacant lots and buildings, alleys and streets with numerous bars.

TEST IF YOU'RE BEING FOLLOWED

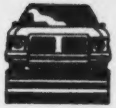
Cross the street and reverse your direction. If he does, too, cross back and head immediately for lights--a movie, restaurant or store. If you're in a residential neighborhood, find a house with lights on, bang on the door yelling "Fire!" Most people don't respond to cries of "Help!" or "Rape!" Call the police and wait there for help.

DRESS FOR FREEDOM OF MOVEMENT

You can't run in a long, straight skirt or platform shoes. When you know you'll be walking alone, don't wear a long scarf or necklace that an attacker could grab. Empty the non-essentials from your pocketbook that weigh you down. Don't overload yourself with packages--keep your hands free.

DON'T HITCH-HIKE

It's extremely dangerous to accept a ride from a stranger. If you *must* hitch-hike, do so only with a friend and only if no more than one man is in the car. Check the license plate before you get in. Be sure you can work the door handle so that you can get out quickly if the driver acts suspicious. Recognize, also, that it is very risky to accept an offer for a ride home from someone you've just met at a cocktail lounge or large party.



IN YOUR CAR

KEEP YOUR KEYS HANDY

Have your car key in your hand as you leave your home or office; get into your car immediately. Have your house key ready before you leave your car to get into your home. Keep your car key on a separate chain if you leave your car with a parking attendant. Never put your name and address on your key chain--that is inviting burglary or rape.

KEEP DOORS LOCKED & WINDOWS UP

When driving, always keep *all* the doors locked. Preferably, always keep all the windows rolled up, but especially those on the right-hand side. Place your purse and packages on the floor, out of view.

GET PROPER HELP FOR DISABLED CAR

If you have trouble on an expressway, raise the hood and tie a white cloth on the door handle. Stay inside with the doors locked until identified help arrives. If a motorist offers to help, roll down the window slightly and ask him to call the police.

GIVE PROPER HELP TO A MOTORIST

To assist the driver, continue to the nearest well-lit area with a telephone and call the police to send aid.

USE CAUTION AT A TRAFFIC LIGHT

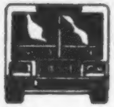
While waiting for a traffic light, leave a car's length so that if approached, you'll have room to move up while blowing your horn with short taps to attract attention. If no car is in front of you, keep your hand on the horn, check for the intersection to clear, and step on the gas. If another car is following you, don't drive home--he'll follow you there. Instead, drive to a busy, well-lit business area and call the police. Don't pull over for flashing headlights. Stop only for a police car which will have red or blue lights flashing from the *top* of the car.

PARK IN A WELL-LIT AREA

Avoid parking lots and service stations that are poorly lit, out-of-the-way or deserted. After you park, check to see that all windows are up and doors locked. If you work late, have someone escort you to your car, leave with a group or with another female worker. If two women enter a parking lot, one should drive the other to the second car and follow her out of the lot. Before getting into your parked car, check the back seat and the floor to be certain no one's hiding there.

DON'T PICK UP HITCH-HIKERS

Getting a woman to stop her car is a favorite method rapists use to find a victim. There's no safety in having another woman with you. He could attack both of you.



RIDING A BUS

WALK TO A BUSY STOP

Avoid deserted areas. It's worth the extra walk to wait in a populated place. After dark, the area should be well-lit. Try to arrange to travel with a companion.

SIT TOWARD THE FRONT

Take a seat as near as possible to the driver. If you need directions, ask the driver, not the man sitting next to you. If a suspicious person gets off when you do and seems to be following you, check by crossing the street and reversing your direction. If you're in doubt, run to the nearest well-lit place and call the police. When you take a taxicab, ask the driver to please wait a minute until you are safely inside.

ANYWHERE ANYTIME

SOUND DEVICES

A *freon horn* can be heard for over a mile and may be purchased at a hardware or marine supply store; or attach a *metal police or referee whistle*, found in hardware and sporting goods stores, to your key chain. *Pocket mini-alarms*, not as loud as the horn or whistle, continue sounding until deactivated even if dropped or knocked out of the hand. Available through mail-order or specialty shops, they are small enough to carry in your hand and do not have to be aimed to be effective.

EMERGENCY PHONE CALLS

Tape a dime to each handbag for emergency use in pay phones. Dial "O" if you don't know the number for the police. Remember to utilize emergency call boxes located on expressways and at major intersections by the traffic signal control box.

SAY WHAT YOU MEAN

In a social situation, be honest with yourself and your friend or acquaintance. When you mean

"No" be sure your voice and body-language accurately reflect your intentions and are not sending out conflicting messages.

WHAT TO DO IF ATTACKED

The question is not "Should I resist or submit?" Every woman wants to resist. And she can--and does--in different ways. Some are effective; some are not. She is subdued only when she's immobilized by fear, over-powered, or sees no other alternative except serious injury or death. The word "submit" implies you have necessarily had to give way *after unsuccessful* opposition.

So the real question is: "How can I *successfully* resist a sexual assault?"

Here are the tactics most often advocated with a discussion of when and why you may choose to use each one. The center-fold chart gives the probable odds for successful resistance.

TACTICS

A Diverting Noise. Setting off an alarm or a freon horn. Blowing a police or referee-type whistle, preferably attached to a key chain that's in your hand. Or releasing the shrill sound from a mini pocket alarm which you are carrying. Or screaming "Fire!" or "Call the police!" (not "Help!" or "Rape!"). Or shouting "Get lost, you ____."

Running. Fleeing to escape from a potentially or really dangerous situation.

Stalling. An intermediate tactic when you need time to get over the initial shock, survey your predicament, or try to size up your assailant, defuse his anger and gain his confidence. It is doing the unexpected--convincingly, so that he doesn't become more antagonistic--to get him to stop doing what he is doing.

Stalling takes many forms. For example: Going limp and sinking to the ground. Feigning a faint. Pretending to have developed pains in your chest or abdomen. Hiding your face in order to stick your fingers down your throat and cause yourself to vomit. Making yourself belch. Even urinating over your attacker. Or pretending to go along with his demands, such as starting to unbutton your blouse.

Talking. Not small talk, crying, pleading, protesting your virginity or moralizing. But speaking calmly, as one human being trying to reach another human being. An effort to reduce his rage by enhancing his ego. Hopefully conveying that you're seeing him as a person instead of a monster; an attempt to get him to see you as a person caught in a bad situation and needing his help instead of as his enemy, an object on which to vent his anger.

Fighting. Not biting or scratching him, pounding his chest with your fists, trying to spray mace or hair spray into his eyes or using any other weapon--all of which will probably be ineffective and backfire. Even victims trained in martial arts are not always successful with quick chops or kicks to such vital spots as the neck or groin. If you're lucky, you might land an incapacitating blow to the shin or instep.

Since the struggle itself could sexually arouse or further enrage your assailant, fighting means you must be *able and willing to really hurt him* in order to get away. For instance, put your hands on his face and press his eyeballs with your thumbs as hard as you can. Or grab his testicles, squeeze with all of your might and jerk or pull to inflict excrutiating pain. Or press back one of his fingers and try to break it.

As a guideline to help you decide which tactic(s) to use, consider these three factors:

- the type of person you are
- the situation you find yourself in
- the type of assailant

WHO ARE YOU ?

Of the three factors, this is the only one you can determine right now. Each person is a unique composite of her individual background, personality, convictions and abilities. That's why there are so many varied reactions from victims in a rape situation. Until faced with the problem, you can't be sure what you'll do. But it will be largely determined by your usual coping style and if your principle goal is to avoid rape or to avoid serious injury.

> *Type A.* Is it of prime importance to you to come away with the least possible injury? If you fear a broken jaw or a concussion more than you fear being sexually assaulted, consider yourself Type A.
>
> *Type B.* Or is it of prime importance to you to avoid being raped no matter how seriously you may be hurt? If you fear being raped more than you fear serious injury, or if you become so angered at the thought of being sexually assaulted that you'd prefer the risk of serious injury to the risk of being raped, check Type B.

WHAT IS THE SITUATION ?

- Is there some advance warning?

- Are you in a populated or desolate area?
- Are you being threatened with serious harm?

THE WARNING

About 50 per cent of the time you might be seized unexpectedly, taken completely by surprise. Which means that half the time there will be *some* warning of an impending attack.

- You hear a noise outside.
- You see someone peering in your window
- Your date appears to think your "No" means "Yes."
- You are stopped by a man on the street with, "Could you give me directions to _______."
- There's a stranger at your door saying, "It is an emergency. May I use your phone?"
- A driver moves along side your car on a quiet street and yells, "Your front tire is flat. Pull over and I'll help you change it."

In these kinds of cases:

- Review the precautions listed.
- Call the police when appropriate.
- Resist requests for help and don't accept help from complete strangers.
- Communicate your limits very clearly in a dating situation. If you mean *No*, say it firmly without feeling guilty.
- Don't react or respond to testing questions or remarks--ignore them and don't get into

a conversation about it. Look alert and confident, not upset and frightened. Get away from there, walking or running (Tactic #2).

- Use a diverting noise (Tactic #1).

THE AREA

Rapes occur anywhere. Public restrooms. Laundromats. Schools. Vacant buildings. Stairwells, hallways and elevators. Cars. Alleys. Deserted fields. And any other place you can imagine. The majority of sexual assaults (most studies show between 50-55 per cent) happen in the residence of the victim or the assailant. To evaluate the situation, ask yourself if there are people nearby who probably would come to your aid, either directly or by calling the police.

In a POPULATED Area. Try to reach or to get the attention of persons nearby by using:

Tactic #1, a diverting noise. Be aware, however, that there is more risk involved if you scream. While this may very well scare off the attacker, just as often screaming will make him angrier and he may beat you up to shut you up.

Tactic #2, running. If he's not holding you or pointing a gun at you, your chance of success is very promising. The risk here is whether he can and will run faster than you. So unless you can get a good lead to prevent his overtaking you before you reach safety, he may hurt you to subdue you.

Tactic #3, stalling. Anything that won't threaten or antagonize him while you search for some way to get away should keep you from being hurt.

Tactic #4, talking. The first few moments you may be too terrified to utter a sound. That's perfectly normal. But by thinking in advance about such an eventuality and mentally preparing yourself for the fact that sexual assault *could* happen to you, the shock will not be as great.

If, in day-to-day living, you are reasonably secure about your own capabilities and willing to try to understand another person's point of view, your chances of successfully escaping harm via this tactic are very good.

If you so greatly resent being "used as an object" that it's worth the risk of severe injury to tell him bluntly where to go, the outcome is "iffy." With an unarmed, scared and clumsy potential rapist, this should scare him off; with a violent type, you are liable to get clobbered.

Tactic #5, fighting. No matter your type (A or B), this is the last tactic to try. You can use this if the others fail; if you start out by fighting, you'll have little or no opportunity to try any other way.

Type A would fight only if she thought she was about to be killed. Type B needs much less provocation. If you try to fight him and he has a weapon, you must figure that he won't hesitate to use it on you. A recent study of rape victims in Denver showed that of all the victims who chose to fight in order to avoid the attack, 27 per cent were successful. Some rapists are aroused and even more determined when a woman puts up a battle; others are turned off--they will find a more passive victim; they'd rather switch than fight.

In a DESOLATE AREA. No one is nearby; there are no lighted houses or stores. Here the choices narrow. If there's no one to hear the noise from a whistle, alarm or a scream, the only thing this tactic is likely to accomplish is to make him more angry. If you get free to run, you have to have some place to run to.

Tactic #3, stalling, is not likely to hurt you and you'll probably need the extra time to try to figure out what approach might work with this type of attacker.

Tactic #4, talking, is probably your best bet. But you have to remember a few no-no's. Don't cower, beg or plead--he's already enjoying his power over you, this would enhance it. Don't give him a sermon--he may be trying to rape you because he thinks women are too uppity and it would give him great satisfaction to knock a moralizing female off her pedestal. In his mixed-up mind, if he can pull you down it raises his self-esteem.

Do try to reach him in a way that will break his fantasy and allow him to see you as an individual with real, honest feelings and concerns. You accept yourself; you'd like to help him feel better about himself.

Tactic #5, fighting, is for type B, depending on the kind of threat being used; and for type A or B if you *really* think he's going to kill you.

THE THREAT

IF YOU ARE BEING TESTED AS A LIKELY TARGET

Ignore him and avoid a confrontation. (Don't reply to a suggestive remark, don't open your door to strangers, etc.) If you can't avoid it, move to Tactics #1 and #2, noise and running.

IF YOU ARE BEING THREATENED VERBALLY

("Don't scream and you won't get hurt.") Unless you can be certain that he won't produce a weapon or use physical force, you have to proceed as though he may be armed and capable of sadistic violence. Your safest choices are Tactic #3 and #4, stalling and talking.

IF YOU ARE BEING THREATENED WITH A WEAPON

Most studies show that half the number of rapists approach a victim with a weapon--a knife, gun, club, etc. Same as above, first try Tactics #3 and #4, stalling and talking.

IF YOU ARE BEING BEATEN, WOUNDED OR STRANGLED

Are you really scared that you might be killed? There is no way to get help; you can't run; he won't let you talk. He's hurting you too much to try any stalling tactic. There's only one option--Tactic #5. Fight to incapacitate him.

WHO IS YOUR ATTACKER ?

There are many ways that rapists have been classified. But your main concern is whether or not he's violent.

NON-VIOLENT. Does he appear calm? Matter of fact? Scared? He may be using rape to obtain sexual release that he can't get in a normal way, acting out a he-man fantasy to prove his masculinity.

VIOLENT. Do certain things you say or do appear to trigger his anger? Does he seem to want to degrade and humiliate you? Is he on a power kick? Is he treating you as an object rather than as a person?

Initially, it may be difficult for you to make this assessment. If you are beyond the opportunity to use Tactic #1 (noise) and can't run (Tactic #2), go to Tactic #3, stalling, to gain time to try to figure out which type of assailant he is. Doing something he doesn't expect may stop or delay him because the rapist wants to be in control and finds it difficult to cope with something he hadn't anticipated.
In most cases, (96 per cent, according to a federal study) you will have done nothing to have provoked this attack. It is *his* problem with

which you are groping. He may appear normal in every way except for his intent to rape which is his method of expressing hostility, aggression, frustration or insecurity. And it is the use of force, not the sex act itself, that relieves the tension within him and seems to satisfy him.

Fortunately, the vast majority of rapists are not murderers. (A New York study, for example, shows less than one per cent of homicides are rape homicides.) If your attacker is armed, the safest tactics are #3 and #4, stalling and talking. If he is not armed, decide between Tactic #4 and #5, talking or fighting, depending on whether you are Type A or Type B.

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A FEW PERTINENT FACTS

Every female is a potential rape victim. No matter her age, race, reputation, social or economic status. Sexual assaults occur in broad daylight as well as at night, in wealthy suburbs as well as ghettos or downtown areas, in homes as well as dark alleys and cars.

Rape is a violent crime committed to express hostility and anger. It is *not* an impulsive sex act imposed upon a victim who "asked for it" or who could have prevented it.

To date, Dade County's youngest rape victim was two months old; the oldest, 85. We pray that it doesn't, but sexual assault *could* happen to you.

WHAT CAN YOU DO TO PROTECT YOURSELF? PRIMARILY, YOU HAVE TO FIGHT YOUR FEAR BY BECOMING AWARE OF POTENTIALLY DANGEROUS SITUATIONS SO THAT YOU ARE PREPARED TO COPE WITH THEM.

Study the following COMMON SENSE PRECAUTIONS and guidelines on WHAT TO DO IF ATTACKED. Then check the items that point up activities or habits you need to develop or start changing.

Compiled by
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TACTICS

TACTIC	PROBABLE ODDS	IF ATTACKED, TACTIC TO USE DEPENDS ON:		
		Your Background/Personality	The Situation	Type Of Assailant
DIVERTING NOISE	Comparatively safe used in advance of attack. Odds are 1:2 that you can abort rape with a firm refusal or scream.	For both types A & B. The whistle or alarm may be easier than the scream for the shy, introverted, handicapped or elderly.	Some advance warning. In a populated area when someone's near enough and likely to come to your aid. You're not being threatened by a weapon.	You may encounter: ** *THE SEXUALLY INADEQUATE* who's acting out a he-man fantasy; may be shy, clumsy and easily frightened. He is seldom violent. Or these types who may or may not be violent and brutal: ** *THE WOMAN HATER.* He enjoys using force to degrade and humiliate women. ** *THE OPPORTUNIST.* To him a woman is nothing more than an object to be used or abused. ** *THE EXPLOSIVE PSYCHOPATH* (A relatively small per cent of total rapists.) He seems to be perfectly normal, then "something snaps" and he becomes sadistic. It may be difficult for you to figure out the type. Therefore, it is wise to assume that he may be violent or may become violent. Do what you can to defuse or delay his anger. If you see that one tactic is increasing his hostility, switch to another.
RUNNING	Odds are excellent if you are quick and can get a good lead.	For both types A & B depending on physical agility. The aggressive and cool-headed are less likely to be immobilized by fear.	With or without advance warning. He's not holding you. There's some place to run to before you are likely to be overtaken.	
STALLING	Odds are very good that this won't get you hurt if you are careful not to increase his anger or insult his intelligence.	For both types A & B. Especially useful if you are too terrified to do or say anything until your mind starts clicking again.	With or without advance warning. Deserted or populated area. You need time to get over the shock and plan your approach.	
TALKING	Often your best bet, especially if you've mentally prepared yourself for this eventuality.	Primarily for type A. For you who accept yourself and relate well to others; willing to try to understand another's view. For the flexible.	No advance warning. Deserted or populated area. Any situation, but especially when you feel you're being seriously threatened.	
FIGHTING	Odds are 1:4 you'll avoid rape. If you fight and fail to stop him, you may be very seriously injured.	Primarily for type B. For you who are able and willing to inflict great pain or injury in order to avoid rape or save your own life.	No advance warning, especially in an isolated area. You're being or about to be seriously hurt. You're unable to use other tactics.	

THE KEY WORDS THROUGHOUT ARE PARTICIPATION AND COMMUNICATION, TWO-WAY COMMUNICATION BETWEEN GOVERNMENT AND THE GOVERNED. REPEATEDLY WE FOUND THAT YOUTH WANT TO BE INVOLVED IN THEIR COMMUNITY, THEY WANT A PIECE OF THE ACTION.... THEY WANT TO DESIGN THEIR OWN PROGRAMS, IMPLEMENT THEIR IDEAS; THEY WANT TO SIT IN THE LEGISLATIVE CHAMBERS TO SEE WHY THERE IS A POLITICAL UNREST WITHIN THE GOVERNMENT. THEY WANT, TO BORROW A PHRASE FROM DEAN ACHESON, TO 'BE PRESENT AT THE CREATION.' TO BE THERE AT THE BEGINNING MEANS TO BE A PART OF THE PROCESS.

Introduction to a report, Youth
Participation in the State of California
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